
The AMERICAN SHORTHAND TEACHER

*A Magazine for Teachers of Shorthand and
Other Commercial Subjects*

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The Reading of Shorthand

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WHAT part does the oral reading of shorthand play in the training of stenographers? Is enough attention paid to the way in which pupils read back their shorthand notes? Should teachers make more effort to improve the oral reading of shorthand notes? Ordinarily, the oral reading of shorthand notes begins during the first week of the course, and the reading back of notes to show the accuracy with which the dictation was reported continues throughout the course. All through the learning period, oral reading is the most frequently used measure of success in reporting dictation. Admitting its value for this purpose, will greater effort to improve oral reading contribute to the more effective training of stenographers?

Probably many of the pupils in every beginning class when reading shorthand miscall outlines, hesitate in recognizing outlines, and omit or insert words in the material they are reading. As a matter of fact, do not too many of our pupils read shorthand with a notice-

able lack of fluency, ease, and expression? Indeed, do pupils seem to read with much greater fluency or accuracy in the fourth term than in the first? From the frequency of errors in reading in some classes, one is justified in wondering if this ineffective kind of reading is believed to be inherent in the nature of the shorthand learning process.

What is Good Oral Reading?

Perhaps we had better agree at the outset as to what is meant by good oral reading. Oral reading is the spoken reproduction of thought expressed in written or printed form. A good oral reader pronounces his words smoothly, with speed and accuracy, conveying to his hearers the exact thought of the material he is reading. A good reader does not hesitate, does not miscall, omit, nor substitute words. All these faults, or rather any of these faults, are the characteristics of a poor reader, since they not only indicate that the reader has not grasped the thought expressed

by the material he is reading, but they also contribute towards hindering the reader himself from getting the thought. In addition, these faults prevent him from conveying clearly to his hearers the thought of what he is reading. Naturally, any characteristic of oral reading which interferes with the grasp of the thought by the hearers constitutes poor reading. Then, too, unless the reader himself comprehends the thought expressed by the printed symbols, it is not likely that he will be able to convey to his hearers the thought contained in the passage he is reading; nor to transcribe accurately or rapidly the shorthand notes which he cannot read well.

Speed in Reading Essential

Speed in reading is another essential in the satisfactory conveyance of thought. Practically all adults are accustomed to understanding thought orally expressed at rates of

shorthand notes? Is there a connection between the rates attained in reading printed material and reading shorthand notes? Perhaps, in this connection, it is worth while to recall that high school pupils do read printed material within their comprehension at widely differing speeds. Average readers in the eighth grade read orally somewhat above 230 words a minute. (Oberholtzer, E.E., *TESTING THE EFFICIENCY OF READING IN THE GRADES, Elementary School Journal*, Feb. 1915, p. 313.) The fastest high school readers can exceed 350 words a minute, while only the very slowest fail to exceed 100 words a minute.

In my classes at Teachers College of Columbia University, I have found this same wide divergence in rates of reading, not only in the oral reading of printed material, but also in the oral reading of paragraphs written in shorthand. The following table shows something of the wide range of print reading ability among the students studied.

TABLE I
Oral Print Reading Rate—Demonstration School Pupils

ORAL PRINT READING RATE				INTELLIGENCE SCORE*			Number Pupils	Age	H. S. Grade
Year	H.	L.	M.	H.	L.	M.			
1927	25B	143	196	140	92	111	23	12-17	10
1928	220	139	139	141	93	118	18	12-16	10
1929	261	153	140	133	82	110	16	12-18	10
1930	260	131	134	136	103	128	9	13-17	11 & 12

* Otis Group Test

speed well above 150 words a minute. Probably few well-educated adults are unable to grasp simple thought spoken at speeds in excess of two hundred words a minute. Indeed, practically all persons accustomed to understanding thought orally delivered at rates above 150 words a minute find it difficult to follow the thought of speakers or readers who are expressing themselves at only fifty, seventy-five, or even a hundred words a minute. In other words, for intelligent adults and high school pupils of average intelligence, an oral reading speed in excess of one hundred words a minute is necessary for even passable and satisfactory comprehension of the thought being expressed by an oral reader.

These fundamental facts probably raise the question, How fast can high school pupils read? How fast can they orally read printed material? How fast should they orally read

The printed material used in determining these rates of reading was an article easily within the understanding of second-year high school pupils.* In order to secure the rate for oral reading of printed matter of each pupil in the class, an article of about three hundred words was selected and used in making a carefully timed oral reading test. The median rate for the class of 1929 was found to be 210 words of printed matter, with the range already given and the individual rates shown in Graph I.†

Comparing Reading Rate on Print and Shorthand

The oral reading rate for printed matter having been found, can this rate be used as the basis for determining the oral reading rate of shorthand notes? Studies made in the

* For the material used in this test see Appendix A.

† In this testing done in the Demonstration classes, it was possible to time the oral reading of each child individually, but in the average school the teacher may have to time her class as a group. This can be done by having the members of the class at a signal given by the teacher begin to read aloud, stopping at another signal at the end of one or two minutes as the teacher chooses, and then counting the words read. For greater accuracy in determining oral reading rates it is desirable that the average of several tests be taken, using material of about the same kind as is used in the shorthand dictation being given at the time of the test.

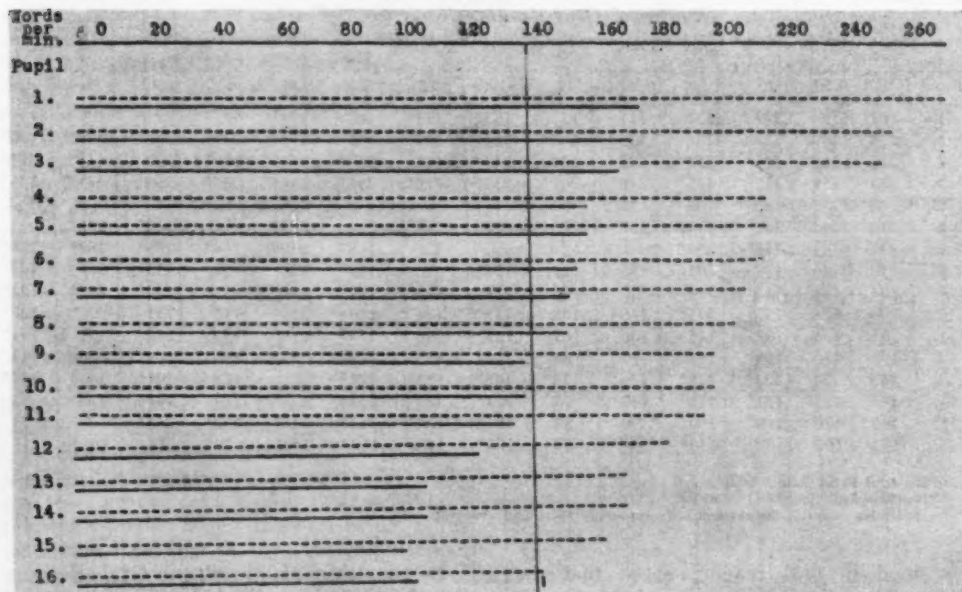
Demonstration classes of 1927 and 1928 had revealed that even in the earliest stages of learning shorthand pupils could orally read clearly and expressively well-written shorthand notes at approximately two-thirds their rate of reading printed matter.

Simple Matter Used

Perhaps a word of explanation about the nature of the material used as reading lessons in determining the minimum satisfactory rate of oral reading in the Demonstration classes is necessary. The shorthand reading lessons

the next day. Therefore a pupil's preparation consisted in reading and re-reading at home the material assigned until he could read the assignment at the speed set for him. In other words, there was a definite speed standard for each pupil to meet. The rate fixed for each pupil was two-thirds of his oral print-reading rate; that is, for a pupil who had read print orally in the timed test at 180 words a minute, the speed expected of him each day in reading material of the kind shown was 120 words a minute; so his preparation required that he read the material assigned as many times as was necessary for him to reach the minimum

GRAPH I



Oral Reading Rate of Print - - - Expected Oral Reading Rate of Shorthand - - - Class Median indicated by vertical line

consisted of short paragraphs expressing thoughts easily within the comprehension of the pupils. Because the number of outlines which the pupils knew was small, there was much repetition. The material was organized for intensive study and automatic mastery in the belief that a few outlines automatized are more useful than many learned only partially.

As an example, the following paragraph is one of a group of similar short paragraphs totaling approximately 140 words assigned at the end of the first shorthand recitation for home preparation to be read in class next day:

I will hear you read. Will you read for me? Will you read for him? He cannot read well. I will hear him read this. He will read it well for me.

Standard Set for Rate

At the time the assignment of this material for home reading was made, each pupil was told how fast he was expected to read it

speed standard set for him. The thoroughness of the preparation was determined by timing all reading of the daily assignment in class.

As a matter of fact, some students within a few days after the beginning of the term consistently read from shorthand notes material of the kind illustrated faster than two-thirds of their oral print-reading rate, although a few read only a little faster than one-half of their print-reading rate. However, within the first two weeks, practically all in these classes were consistently reading shorthand notes at rates between two-thirds and three-fourths of their oral print-reading rate.

Class Median 140 Words

Since the earlier experiments had shown that shorthand could be read by almost all the pupils at a rate equal to two-thirds the individual's oral print-reading rate, this speed was tentatively taken in 1929 as the expected

or standard rate for use during the session. Consequently, two-thirds of the print-reading rate of each pupil in the 1929 class was calculated and the result obtained was set as the expected shorthand-reading rate for that pupil. The median standard shorthand-reading rate for the 1929 class was found to be 140 words a minute. Each pupil was told when the first reading assignment was made what rate for the oral reading of shorthand notes was expected of him, and also the median rate for the class. Thus each pupil knew after each timed reading just where

tion of the day's lesson. While some of the students having a high oral print rate had difficulty at times in reaching their expected shorthand rate, they kept well above the median rate for the class. The record of Pupil No. 4, a most conscientious student, shows the speed possibilities when reading shorthand, while the record of Pupil No. 5, although below the standard set for this class, is acceptable to those writers who state that pupils should read their shorthand exercises at rates between fifty and seventy-five words a minute.

TABLE II
Shorthand Oral Reading Rates for 1929 Class

Pupil	OPR	ESR	IN WORDS A MINUTE										August		
			July 10	12	15	17	19	22	24	26	31	9	11	16	
1.	261	174	171	114	114	131	185*	115	168	174*	137	191*	127	185*	
2.	254	169	158	136	119	104	184*	105	141	176*	143	260*	229*	185*	
3.	251	167	131	174*	128	132	242*	161	218*	154	199*	222*	215*	215*	
4.	233	155	112	175*	240*	207*	233*	178*	298*	240*	256*	294*	271*	326*	
5.	233	155	88	137	91	62	...	...	...	128	97	117	75	...	
6.	212	143	131	111	108	79	202*	169*	...	253*	...	238*	233*	...	
7.	211	141	198*	150*	...	...	...	123	168*	219*	158*	185*	182*	256*	
8.	210	140	117	131	95	99	125	96	152*	128	54	115	143*	143*	
9.	206	136	153*	123	...	73	128	149*	170*	197*	152*	238*	209*	181*	
10.	206	136	117	136*	148*	108	147*	124	218*	214*	115	131	220*	127	
11.	205	136	122	115	130	101	123	96	179*	172*	145*	212*	131	161*	
12.	195	130	128	154*	77	68	155*	89	209*	89	196*	102	88	113	
13.	182	121	131*	128*	160*	170*	148*	182*	171*	...	112	202*	148*	135*	
14.	182	121	131*	182*	133*	73	123*	121*	152*	124*	119	144*	135*	95	
15.	180	120	120*	100	90	88	194*	174*	216*	148*	137*	262*	...	85	
16.	153	102	88	110*	64	54	106*	118*	157*	142*	78	74	108*	115	

OPR—Oral Print Rate

ESR—Expected Shorthand Rate

*—Indicates pupil's attainment of expected shorthand reading rate

he stood in oral reading speed that day, both with reference to the goal set for him individually and also with reference to the standard for the class. In addition, Graph I (page 45) was made and posted as soon as it was practicable.

Comparative Rates Attained

In the table of Shorthand Oral Reading Rates shown above, can be seen the rates attained by each pupil for every day in 1929 on which the reading was timed. The class met on Mondays, Wednesdays, and Fridays during the 1929 session of the summer school, with the exception of the last Friday. During July the timed oral tests were given every day, but in August other types of instruction were emphasized, and the rates given for the three dates in August were those attained in the reading of the daily assignment without notice that the reading would be timed. The test given on August 11 was on review material; all other tests were given to ascertain the effectiveness of the prepara-

In the table of Shorthand Oral Reading Rates, it will be noticed that in 89 tests out of the 179 recorded (49 per cent), the pupils exceeded the median set for the class; that in 98 tests out of the 179 (54 per cent), the pupils met or exceeded their own expected shorthand reading rate; that is, two-thirds of their oral print rate. When it is realized that these children were not taking shorthand because they wanted to take it, that they did not expect to continue the subject after the summer session course was completed, and that most of them were visitors in New York City, spending much of their time out of school in sightseeing, it would seem that the standard set—two-thirds of the oral print rate—should easily be exceeded in any high school class wherein the pupils elect shorthand because they expect to make use of it.

It is interesting to note that in only 27 out of the 179 tests, did the pupils read at less than 100 words a minute. Certainly it would seem that no reading of shorthand notes which had been assigned for home study

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Hoke Prognostic Test Results and Suggestions for the Shorthand Course of Study

Excerpts from a Paper Prepared by F. N. Haroun

High School of Commerce, Portland, Oregon

IN the spring of 1928, the Gregg Publishing Company, with the coöperation of about forty-five high schools in some forty cities, began an exhaustive study of results obtained from the Hoke Prognostic Test of Stenographic Ability, to determine if the test was valid for predicting stenographic success. The purpose of the test was stated by Dr. Hoke as follows: "The main purpose of the prognostic test is to provide data which will enable the teacher to deal more effectively with the instruction of the shorthand student. If we know in advance something of the student's native ability, or lack of it, we can shape our courses of instruction more intelligently so far as the individual student is concerned."

Giving the Test at Commerce High

At the High School of Commerce, this test was given, in the spring of 1928, to 132 students, and in the fall to an additional 72 students. This article is a report of our findings, from the records of the 132. The suggestions for improvement of course of study and teaching devices are offered, as it is likely that the situation at our school does not differ materially from that in any other high school specializing in commercial training, in that many students begin the study of shorthand simply because it is in the curriculum, and not because they have a real desire to learn shorthand; and they do so with absolutely no idea of their aptitude for such a study.

Course of Study and Grading System Used

Shorthand, at Commerce, is a two-year course, beginning in the fourth term of high school, and is called Shorthand 1, 2, 3, and 4, with Shorthand 5 offered for those who have time for it. For graduation, a student is expected to take dictation of letters of approximately 1.50 syllabic intensity at 80 to 100 words a minute, and to transcribe it at not less than 15 words a minute over a period of 40 to 60 minutes, with no more than 3 per cent of error.

A four-letter grading system is used—

E, from 90-100%

G, from 80-89%

F, from 70-79%

U, unsatisfactory; anything below 70%

The scores of the 132 students taking the test in the spring of 1928 were ranked from high, 537, to low, 179—the last score being 50 points below the next higher one—and were then marked off in quartiles, each containing 33 scores, as follows:

First	537-426
Second	425-384
Third	382-335
Fourth	334-179

Results of the Test

If the theory of the test is correct, students with high scores, that is, in the first and second quartiles, will be found to have high grades; while the students with the low scores, that is, in the third and fourth quartiles, will be found to have low grades. Following are the tabulations of grades for the four terms' work constituting our regular course, arranged by quartiles:

SHORTHAND 1—Spring term, 1928

Grade	Quartile				Total
	1st	2d	3d	4th	
E	7	3	1	0	11
G	12	8	4	2	26
F	3	12	9	6	30
U	6	4	8	8	26
Dropped	5	6	11	17	39
					132

SHORTHAND 2—Fall term, 1928

Grade					Total
	1st	2d	3d	4th	
E	8	1	0	0	9
G	6	10	4	1	21
F	3	3	4	4	14
U	4	0	2	2	8
Dropped	0	3	3	1	7
Dropped between terms					8
					67

SHORTHAND 3—Spring term, 1929

Grade					Total
	1st	2d	3d	4th	
E	4	2	0	0	6
G	6	9	2	1	18
F	5	3	2	0	10
U	0	0	2	2	4
Dropped	3	0	2	1	6
					44

SHORTHAND 4—Fall term, 1929

Grade	1st	2d	3d	4th	Total	
E	2	1	0	0	3	
G	9	2	2	0	13	
F	2	6	2	1	11	27
U	1	1	0	0	2	
Dropped	1	4	0	0	5	
						34

Not many students realize that even some of the keenest minds are not adapted to this particular type of study. And right here, I am sure, is the place of the teacher's greatest opportunity to be of service to the student. He can do much to motivate the student by painting for him a comprehensive picture of shorthand possibilities, and how to achieve them; can point out in advance certain pitfalls, such as failure to study consistently, and failure to master each small step as it is taken; and by his own enthusiasm can inspire the student to hard, happy, result-producing work.

Conclusions Regarding the Test

I leave the technical, scientific interpretation and correlation of these results to the experts in that field. But there are some quite obvious values in the test. Only one student in the lower half of the scores made an E grade. Twenty-two of the 27 who passed Shorthand 4 on time are in the upper half of the scores. There were in the upper half, 16 U grades, and 22 drops, total, 38; in the lower half, there were 24 U's and 35 drops, total, 59. The test is not, of course, perfect; it can be, and no doubt will be, greatly improved. It should not be used, at present, as the basis for telling the student that he must not attempt the study of shorthand; but even as it is, it does most clearly indicate that the lower the student's score, the more assiduously must he apply himself, and the more time must he give to the study.

The Problem

The problem then resolves itself into several questions. Are the standards too high? Is too much expected of the student? Is the teaching method at fault? Is the textbook at fault? Or are students allowed to begin the study of shorthand who should be turned to other courses?

I am sure our standards are not too high—it may even be that they are not high enough. Nor do I believe we are expecting too much of the student, *if we will give him time to achieve*. I think that neither the teaching method nor the textbook are particularly at fault.

Before any satisfactory solution can be found, we must answer the question, What is the purpose of the shorthand course? Why are we teaching shorthand in our school? Are we trying to prepare young people to be high-grade stenographers, or are we trying to give them only enough shorthand training to do satisfactorily a limited amount of stenographic work? And when we talk about a stenographer, do we—regardless of what the business man himself may mean—mean one whose duties consist chiefly of taking dictation and transcribing it? Are students being allowed to begin the study of shorthand who should not do so?

Every thoughtful teacher will recognize that there are hundreds of students in our shorthand departments today who will never do real stenographic work, but who will, instead, go into offices to do general clerical work, and write a half-dozen letters a day; who do not need, and perhaps could never acquire high shorthand or even typing skill. Yet they will make good in business.

There are scores, perhaps hundreds, of others who have the ability to acquire a high skill in both shorthand and typing, but who, under usual conditions in our schools, are held back from maximum accomplishment by the slow students, much to their own detriment and to the lowered reputation of the school.

It may never be advisable to refuse to allow students in the public high schools to attempt the study of any subject; but the conditions we find in the field of shorthand demand strenuous treatment.

The Solution

To meet the situation, ability grouping has been resorted to in many high schools, our own being one of them, with satisfactory results *so far as they go*. But the real root of the trouble is not reached by this method; and that trouble is the lack of time to master the subject. The inherent differences in mental capacity make it impossible for all students to achieve the same results in the same time.

To meet the demands of the wide range of mental abilities of our students, there should be at least two distinct courses in shorthand, which I call the "A" and the "B" courses; and the content should be about as follows:

In the A course, two semesters, Shorthand 1A and 2A, would be given to covering the Manual, using, of course, as much supplementary material as possible, and dictating connected material, principally, rather than word lists. The third and fourth semesters, Shorthand 3A and 4A, would be used for review, dictation, and transcription; with a goal of at least 90 words a minute in shorthand, to be transcribed at a minimum speed

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The Teaching of Typewriting

By Harold H. Smith

Educational Director, The Gregg Publishing Company, New York, N. Y.

How Best to Learn (and Teach) Typewriting

(Continued from the September issue)

WE have to thank the institution of typewriting contests for the most valuable teaching device in the field of typewriting. After the early days of the minute-test on memorized, familiar, and new matter, and after the weeding out of the competitive test of "dictation direct to the machine," which was as much a test of the dictator as of the typist, the contests settled down from 1907 to develop the possibilities of the timed test from unfamiliar copy.

The Competitive Timed Test

Our leaders of that day had only recently become convinced of the possibilities of the timed copy test. No less an authority than J. N. Kimball, who was one of the judges of the 1905 contest at New York, wrote at length in the December, 1905, issue of the *Typewriter and Phonographic World* (quoted in the December, 1905, issue of the *Gregg Writer*, page 143)—

A peculiar feature is the fact that a greater number of words were written from direct copying than from dictation—this was the case with all the operators, and rather upsets my own preconceived ideas upon the subject. The number of errors, on the average, was something like five per cent from blindfold copy, eight per cent from direct copy, and twelve per cent from dictated, sightseeing copy. Here, again, I am at a loss to understand the matter—but so it was, and with contestants enough to maintain the average almost as a rule.

The October, 1906, issue of the *Gregg Writer* quotes the *Business Educator* as calling attention to the further fact that this contest proved the superiority of touch typewriting, because the blindfolded test, which had to be typed by touch, resulted in the fewest errors on a percentage basis; whereas in the tests where the operators divided their time between copy and machine more errors were made. However, it will be noted that the greatest speed came with the direct-copy test.

Under the subsequent guidance of Mr. Kimball, this device has been gradually perfected and extended from the little group of professional typists of the early days to the point where every student in the United States and Canada has it within his power to rise through local, state, national, and

international contests to the top of the ladder. It has been for more than twenty years the major training device of the most expert typists; and those who have at times sought to rise without its use have been uniformly defeated because their training has overlooked the necessity for developing their skill mainly in the way it is to be used—in continuous typing.

This is undoubtedly its greatest merit, but running a close second is its tremendous power in the way of individual motivation. Teachers know the abstract principle that there can be no learning without interest; and, practically, they know that learning is generally proportionate to interest; but they have an amazing way of disregarding interest and relying mainly upon the observance of the "formal steps" or other dry-as-dust methodology, lesson plans, slogans, devices, etc. Let us renew our acquaintance with this *sine qua non* of teaching and learning and remember that we shall be successful only as we can arouse the enthusiasm of our students in their learning problems.

Time-Test Idea Sometimes Abused

Many teachers have tried the timed-test idea and have discarded it because they felt it failed, either through an encouragement to inaccuracy or because of some other reason. In too many schools where the timed test is used it is subscribed to by the teacher solely because it provides a surcease of teaching difficulties at least during the time the students are engaged in typing such tests. I know that this misuse of the test idea has resulted in some supervisors forbidding its use, and in many more regarding the teachers who use it as being professional slackers, employers of the "busy work" policy, and so forth. In some states there is a very real danger that the state officials may decide to clamp down the official bars on the use of the timed test because of this misuse. All that can be said is that any good thing may be badly interpreted and used. Witness the state contests in commercial subjects which are now under the fire of some leaders who consider that many teachers are restricting or

destroying their values by misguided and selfish treatment. For all that, the state contest, the local contest, and the weekly competitive test are all worth while and deserve recognition and control by professionally-minded teachers.

They are valuable in inverse proportion to the order named. That is, the state contest is principally a motivator to the few teachers and students who can conveniently take part and have hopes of winning. The local contest has still greater possibilities for enthusing the rank and file of teachers and students; and the weekly competitive test between classes or between groups within classes reaches down and strongly affects the work of each individual student.

Administration of the Competitive Test

But the competitive test must be properly used. The stage must be intelligently set by the teacher or head of the department; the test must be efficiently and fairly conducted to inspire confidence through a recognition on the part of each teacher and student of its unqualified fairness and importance; and, above all, it must be administered in such a way as to enable progress to be made, checked, recorded, and studied. Without these, it must and should fail, and should be discarded in favor of just one kind of practice—the typing of practical business correspondence and papers.

This conclusion is based upon the fact that the teacher who cannot or will not use the timed test in such a way as to improve progress can hardly hope to use any other form of piecemeal practice to as good advantage. The timed test can only fail when the student's natural enthusiasm for it is in some way dampened, or when his attention is not directed to an analysis of his real needs with helpful suggestions as to how to meet them. These difficulties are easily within the power of the teacher to control. If she does not or cannot control them in this fertile field, she will find herself beset with the selfsame shortcomings in every other form of intensive practice on words, combinations, and isolated character-making movements. For such a teacher and for such students the solution lies in giving as much training and experience as possible in typing the kind of thing that business and the future use of the machine will require. Better *extensive* practice in practical situations even with poor technique and on low levels of skill than *intensive* practice with poor technique on low levels of skill on unreal material and in unreal situations!

How shall we administer the competitive tests? They are the most essential of all timed tests because through them teachers can exer-

cise a greater control of motivation and progress than through any other form.

It is better to match one class against another; but, if this is impossible, each class may be divided into two fairly balanced groups. Subsequent regrouping may be necessary if unusual inequalities develop.

The competitive test should be introduced as soon as the students are able to type continuous matter—from the third to the sixth week after commencing the subject.

It should be placed toward the end of the week, due regard being given to the possibility of disarrangement of programs and the probable loss of typing practice periods on the day selected. At any rate, it should always occur on the same day of the week and as near the end of the week as possible, so as to permit the realization of the cumulative effect of the week's practice with its accompanying emotional and volitional stimulation to improve. If Friday is a bad day because of frequent assemblies or holidays, have the weekly competitive test on Thursdays, or even on Wednesdays; but realize that in so doing a strongly motivated group will be quite unable to do itself the full justice it could do on a Friday test basis. A wrongly motivated or poorly motivated group will do as well one day as another.

Continue this type of competitive test throughout the typing course. In the third and fourth semesters of public school work and in the last months of private school courses this serves as a continual reminder that the student's typing skill can still be improved, and prevents him lapsing into the attitude that he is "good enough." These competitive tests can be given to great advantage more often than once a week in the early part of the course, but we do not recommend it, in view of the increased work entailed for the teacher and because of other equally important ends to be gained.

As for all timed tests over five minutes in length, plan to do nothing else during a single practice period except prepare for, type, correct, record, analyze, and do improvement practice on the timed test. This is in harmony with the teaching principle of emphasizing one thing at a time—in this case a very complex skill, which requires considerable time to recall, exercise, criticize, and improve intensively. A timed test thrown into a period devoted partly to typing practical papers can never accomplish its full purpose.

Steps in the Competitive Test Period

1. Arrange for a *warm-up*—a recall of skill. This may be in part or wholly a routine thoroughly understood by the class and engaged in promptly upon arrival in the

classroom; or, less advisably, a teacher-directed activity, varying from week to week. The details of such a warm-up were given some years ago in "Seven Speed Secrets of Expert Typing"* (Wiese & Smith) Chapter 7, and are here skeletonized.

Recall in order:

(a) Rhythm (slow to fast) with one hand at a time; then with both. The so-called "Experts' Rhythm Drill" in and out along the home row is best to finish up with. Allow two to three minutes.

(b) Independent control of each finger, first with one hand; then with both. Aim for accurate, fluent performance at slow rates first, then at increasing rates up to "best speed." The individual student must maintain confident control of his accuracy and fluency at whatever rates he types. This should rarely be limited to class drill because of individual differences. Right- and left-hand words are very helpful. The alphabet is an excellent drill until it becomes purely mechanical, then it should be supplemented, if used at all, with several words (which can be written on the board or gotten from supplementary texts) requiring the use of all fingers and reaches, at least to letter keys. Allow three to six minutes.

(c) Recall whatever ability the student possesses in the typing of continuous matter by practicing some familiar copy, say a paragraph which has been typed out in the proper length lines and on which the student can force his best speed, accuracy, fluency, and mental control.

Practice these in the way described in our last issue as the desirable way of attacking continuous typing. It is well to time one or two of these efforts for minute and half-minute periods, but, as a rule, this must remain a minor activity on competitive test days and, if indulged in at all, its outspoken purpose should be to arouse the individual student's effort and enthusiasm to a point where he will be able to do his best on the competitive test. Keep the major aim of improving his competitive test record forever before him. As often as not, time will not permit these short tests on such days. From five to ten minutes may be spent to advantage on this step.

(d) At some point during this warm-up the students will prepare their blank sheets, with necessary headings, marking them near the bottom of each sheet as a warning to stop typing at the proper place, and arranging them in an easily accessible position on the left side of the machine. Also, they will place their copy (if lighting and equipment conditions admit) on the right side of their machines. All other impedimenta will be placed out of the way.

(e) During the warm-up they will have consciously aimed at some definite mark of improvement—depending upon their individual needs as shown by their individual records or graphs. Thus a definite *mental set* will be achieved. This takes time, and each student should determine his aim intelligently at the outset so as to insure the greatest possible improvement on the test itself. This is one of the most essential features of teacher activity. It is entirely disregarded all too often, especially where teachers use the timed test as a "busy work" assignment.

Note, in passing, that this determination of aim and the accompanying mental set should be handled as an individual matter and not as a blanket determination for the class. It will doubtless be necessary during the first few tests to so treat it, but students easily learn to diagnose their needs from graphs and past experiences, and they are, after all, mainly interested in their own, not others', progress.

The Test Itself

2. After the warm-up, with everything in readiness, it is essential to allow a brief period for complete relaxation. There should be no talking, no excitement of any kind, no afterthought announcements or entreaties in a well-ordered period. The length of the rest period should be from one to two minutes—just enough to permit students to rest nerves and muscles and to resolve a little more definitely to accomplish the definite purpose set for that day.

Give the signal to "Get Ready" quietly, but in a business-like manner; and the signal to "Write," "Go," or "Start" about one and a half to three seconds after the signal to "Get Ready." This permits of assuming "Position" (semi-relaxed) and fixing the attention completely and quietly on the first word or phrase of the copy. A longer interval often results in tension, worry, and unnecessary distractions. Do not hold the class for any last-minute machine adjustments. This is unfair to the class and puts a premium upon careless preparation.

Do not permit anything to interrupt the test. Do not pass around the room unnecessarily on these occasions, although it may be wise to do so on other timed tests. If you have to, post a sign outside the door to prevent anyone coming in. It becomes obvious to the students that you understand the conditions requisite to their progress and they reflect your attitude of care and purposefulness in their own efforts.

Time the test accurately. Use a watch having a second-hand. If you are engaged in other matters, make a note of the starting

* Gregg Publishing Company, New York, N. Y. (1921)

and finishing time and refer to the notation and watch frequently; or, better still, use one of those special clocks, such as the Victor Interval Timer, which automatically rings a bell at the end of a predetermined period.

Correcting the Test

3. Immediately the test is over, have students gather up their papers, arranging them in proper order. Whether or not you have them change papers should depend upon their ability to correct accurately. Generally speaking, on competitive test days, it is better to let the groups competing against each other correct each others papers—at least to change papers within the class. Correcting must be taught, however, and at the beginning of the timed-test part of the course this requires a great deal of effort on the teacher's part.

On competitive tests it is better for the teacher to read back from the copy, slowly and clearly, reminding students now and then to keep with her and not to fall behind or go ahead, because of the possibility of overlooking something. Doubts about marking should be indicated by a question mark in the margin and later checked up.

Correctors should fill in the total errors with pencil in a space properly headed on the first sheet. Papers may then be returned for inspection by the writers. Questions about errors should be decided at once (at

writing a timed test. Certainly, many teachers permit them to stop at this point, reasoning, apparently, that the test is finished, the results known, and that is all there is to it till the next test is taken.

Such teachers do not reckon with the human being; nor do they apply their knowledge of psychology at this most important point in the learning process. The student's attention must be strongly fixed on the *result* of his labor. It should be *compared* then and there with his own previous performance and with that of others. If possible, he should determine immediately what in his performance was "good" and what "bad." Worthy satisfactions should be vividly stimulated and thoroughgoing dissatisfactions should be ground deeply into his soul. A vital mental set toward his future progress may easily be created at this point, especially if his test effort has been earnest and complete.

It is so easy, once the class is taught the technique of recording and graphing progress, for them to do it themselves. Besides, business will probably continue to keep records and to graph vital information—and are we not *business* educators?

The Record Sheet

4. This may take many forms. The heading of one suggested form is displayed below with a few entries to illustrate its use:

RECORD SHEET

Mary A. Bowen
216 Sycamore Street, Kiwanis, Oklahoma

Central High School—Type I
2.30 p.m. with Miss Brown

1930 Date	Length of Tests (Min.)	Matter	Strokes	GROSS			ERRORS		NET	
				5-Stroke Words	G. Wds. a Min.		Total	Ers. a Min.	Total	N. Wds. a Min.
3-7	15	NRT-27, p 53	910	182	12.1		12	.8	62	4.1
3-14	15	NRT-27, p 56	730	146	9.7		14	.9	6	.4
3-21	15	NRT-27, p 53	1125	225	15.0		11	.7	115	7.6
3-28	20	NRT-27, p 60	1720	344	17.2		16	.8	184	9.2
4-4	15	Und C.T. 10/29	1315	263	17.5		6	.4	203	13.5
4-11	15	Rem A.T. 1/30	1575	315	21.0		11	.7	205	13.6
4-18	10	NRT-27, p 65	1280	256	25.6		6	.6	196	19.6
4-25	15	NRT-27, p 53	2040	408	27.2		8	.5	328	21.8

first by the teacher), and the correct total of errors entered clearly in the allotted space on the first sheet.

Notice that no mention has yet been made of *speed*. It is the wise teacher who orders her routine so as to habituate the students to think of *accuracy first*.

Gross strokes, words, penalty, and net words a minute may now be computed and entered in the proper spaces on the first sheet of the test.

It would be interesting to know how many students regard this as the final stage in

This is a rather complete form. If desired, after students may be relied upon to perform calculations accurately, only the following columns need to be included: Date, Length of Test, Matter, Gross Words a Minute, Errors a Minute. Of these, the most important for purposes of judging progress are the last two, one of which measures output and, indirectly, the speed; while the other measures accuracy. Net figures are only of value in comparing student performance with that of students and experts in other places.

(Continued on page 72)

EDITORIAL COMMENT

ON SUNDRY TOPICS

Two New Courses of Study in Gregg Shorthand

TWO new courses of study in Gregg Shorthand, one for private schools and one for high schools, based on the Anniversary Editions of the Gregg Shorthand Manual, "Gregg Speed Studies," and "Progressive Exercises," and on the revised editions of "Rational Dictation" and "Secretarial Studies," were issued last month by the Research Department of the Gregg Publishing Company.

The High School Course

In the fall of 1929, when the "Three Red Books" were first available, the Research Department suggested a high school course of study in which Chapters I through VII of the Manual and the related material in the other two texts were completed by the end of the first semester, Chapters VIII through XII and all of "Speed Studies" by the end of the first year, leaving for the second-year course "Rational Dictation" for the first semester and "Secretarial Studies" for the second semester. This course was followed successfully by a large number of teachers.

A second course has been prepared for those teachers who wish to cover the theory principles a little more slowly during the first semester. Chapters I through V of the Manual and the related material in "Speed Studies" and "Progressive Exercises" are completed by the end of the first semester; Chapters VI through XII by the end of the first year. In the third semester, Part II of "Speed Studies" is completed, and many of the letters and articles in "Rational Dictation" are studied. The fourth semester is devoted to "Secretarial Studies," and the completion of "Rational Dictation."

The Private School Course

An eight-month course based on last year's classroom experiences with the Anniversary editions has been prepared for private schools. This course completes the Manual and the

related material in the other two texts in 160 periods. Those schools offering two periods of shorthand daily would, therefore, complete the theory course in from three and a half to four months.

The assignments are planned to enable the teacher to place more emphasis upon the building up of shorthand writing speed in the early part of the theory course, reaching a standard at the end of the 160 periods of from 60 to 80 words a minute for five minutes on new matter consisting of business letters of average difficulty.

The outline continues with a one-month dictation course, reaching a speed of from 80 to 100 words a minute, using Part II of "Speed Studies," and "Rational Dictation," as the texts. A two-month intensive course in Secretarial training follows, based on the text "Secretarial Studies, Intensive Course." The last month of the course is devoted to speed dictation at from 100 to 120 words a minute and a continuation of the practical application of stenographic skill to the performance of actual stenographic routine.

Contents

The subject matter of the two courses of study is divided into the following nine major groups:

- I. OBJECTIVES
- II. OUTLINE OF COURSE
- III. STANDARDS OF ACHIEVEMENT:
 - Reading Speed
 - Writing Speed
 - Writing Quality and Style
 - Transcribing Speed
 - Transcribing Accuracy
- IV. METHODS OF PROCEDURE:
 - Hoke Prognostic Test of Stenographic Ability
 - Foundations of Speed and Accuracy
 - High-Frequency Vocabulary
 - Automatic Review
 - Reading Back Notes
 - Reading Shorthand Plates
 - Repetition Dictation Drills
 - Teaching Transcription
- V. SAMPLE TEACHING PLAN

- VI. SUGGESTED STUDENT ACTIVITIES:
 Supplementary Dictation of Assignments
 Reading Short Stories and Essays Written in Shorthand
 Copying Shorthand Plates
 Local Correspondence
 Radio Lectures
 Practical Stenographic Training
- VII. METHODS OF TESTING
- VIII. BOOKS, SUPPLIES, AND EQUIPMENT
- IX. A SHORT BIBLIOGRAPHY

It is not intended that these courses should be followed by teachers who are securing excellent results with a different schedule. Many teachers, however, will use the Anniversary Editions for the first time this year, and it was our thought that a detailed outline, based on the experience of some two hundred teachers who have used the "Three Red Books," may be of assistance to them while they were acquainting themselves with the teaching plan and new subject matter of the Anniversary Editions.

Thirty thousand copies of these two courses have already been mailed. If you have not received your copy or wish another one, send your request to our nearest office.

Only through continued experimentation participated in by a large number of teachers and students, can we make satisfactory progress in the solution of our pedagogic problems. The setting down in cold type of objectives, daily outlines, standards, etc., is a step toward our final goal. The next step must be taken by the teachers who will use this suggested course of study. They will be able to find its defects and to suggest the necessary improvements.

We urge upon every teacher, therefore, who plans to use either of these courses to register, as the form below suggests, their willingness to cooperate with the Research Department, and to send with their criticisms, additional methods of procedure and student activities.

Date

The Research Department, The Gregg Publishing Company,
 270 Madison Avenue, New York, N. Y.

I am using your 1930-31 Course of Study in Gregg Shorthand for
☐ High Schools ☐ Private Schools
 and will send you a monthly report of my progress, together with suggestions
 for improving the course.

Mr., Miss, Mrs.
 (Please PRINT Name)

Title

School

Street

City State



The Commercial Curriculum

JUST from the press: "The Commercial Curriculum," by B. Frank Kyker, B.S., M.A., director of the Department of Business, Berea College, Berea, Kentucky (The Gregg Publishing Company).

Mr. Kyker states in the very beginning of his introduction:

Correspondence with office managers revealed that much of the training received by stenographers fails to articulate with the duties performed in actual office

work. To supply this deficiency in training, employers are using three methods:

1. *Office manuals* or instructions for stenographers. Some of these manuals are very elaborate and extensive, covering such subjects as care of the typewriter, punctuation, letter forms, parts of a letter, correspondence, capitalization, abbreviations, addressing envelopes, folding letters, using carbons, etc. Obviously, such material as this could be included in the type-writing and business English and correspondence subjects if these subjects were included in the commercial curriculum.

2. *Oral instructions* covering essentially the same

topics that are included in the office manuals, given stenographers by office managers, supervisors of stenographic departments, or head stenographers.

3. In some of the large offices, a sort of *apprenticeship* for prospective stenographers. During this time the stenographer "catches on" to the office routine, forms, and methods. This "catching-on," or pick-up method is used almost exclusively in small offices.

The fact that office managers have to resort to training their stenographers in such elementary subjects as are listed in the foregoing reveals a situation that needs the earnest attention of all commercial teachers. We feel that insufficient emphasis is placed by the school on training stenographers for the job; too much time is being spent on more or less fictitious objectives, such, for example, as stressing "speed," as such, in both shorthand and typewriting, to the exclusion of *practical problems*, on perhaps lower levels of skill.

The author goes on to say:

Three factors, or a combination of any of them, are offered as a possible explanation for any deficiency in the training of stenographers:

1. *An inadequate course of study.* If typewriting, shorthand, and a little bookkeeping constitute the specialized training of stenographers, it is not difficult to see that much of the information that stenographers need has not been provided.

2. *Teachers who have had no office experience* and who were taught by teachers who had no office experience. Such teachers will, of course, have difficulty in correlating instruction with actual office practice.

3. *Inadequate textbooks.* If the content of secondary commercial textbooks has not been determined by the duties of the positions for which they purport to give instruction, such texts in the hands of teachers who have had no business experience will not contribute to the training of efficient stenographers.

This study was concerned primarily with this third factor. Its purpose is to help bridge the gap between the classroom and the office, by determining the content of commercial subjects taught to train efficient stenographers.

The question of "an inadequate course of study" may be settled by making a study of the actual duties that a stenographer is required to perform in the business office, as is shown in Mr. Kyker's report. The question of lack of office experience on the part of teachers is one that will have to be settled by the teachers themselves. While there are unquestionably many inadequate textbooks, written by authors without practical business experience, in skill subjects particularly, the lack of practical experience by teachers also is an important factor in this situation.

Mr. Kyker used the "job analysis" or "occupational analysis" method in making his study. These were based on: (a) introspection, interviewing, working on the job, questionnaire; (b) observe the employee; take the job, perform all the duties, etc.; interview the worker and the worker's superiors. His problem was to determine what should be the content of the commercial subjects taught stenographers. He has performed an admirable piece of work

that will be of value to all commercial teachers, not only in selecting suitable content for the stenographic course, but in placing each factor in its proper perspective.

Obituary

Julian F. Phillips

MR. JULIAN F. PHILLIPS, who was secretary and treasurer of Goldey Business College, Wilmington, Delaware, passed away in June. He had been connected with the school for more than twenty-five years and will be greatly missed by his associates and many friends. Graduated from Goldey's in 1901, he returned to that institution in 1903 as bookkeeper and assistant business manager. In 1909 he was appointed secretary and treasurer.

Born in Linkwood, Dorchester County, Maryland, his early education was received in the public schools there, and he later entered Goldey College. After graduation he became an instructor in the Meadville Commercial College, Meadville, Pennsylvania, and in the summer of 1902 secured post-graduate work at the Rochester Business Institute, Rochester, New York. During the fall of 1902 he entered the business world to gain practical knowledge in this field which would serve him through the years in his work at Goldey Business College.

Mr. Phillips was a charter member of the Exchange Club of Wilmington and a prominent member of the Y. M. C. A. He is survived by his wife, one daughter, Miss Mildred Phillips, a step-daughter, Mrs. Arthur Spaid, of Philadelphia, and a brother, William H. Phillips, of Linkwood, to whom our deepest sympathy is extended.

Dr. W. M. Davidson

IT is with deep regret that we record the death of Dr. W. M. Davidson, superintendent of Pittsburgh (Pa.) public schools and nationally prominent as an educator. He went to Pittsburgh from Washington, D. C., where he had been superintendent of schools from 1911 until 1914.

He had served as president of the Kansas State Teachers' Association, the Nebraska State Teachers' Association, the Federal School Men's Club of Washington, and the Pennsylvania State Education Association; held honorary degrees from the Universities of Kansas and Nebraska, and from Miami University.

Dr. Davidson was born in Jamestown, Pennsylvania, in 1863, received his B. A. degree from Kansas State University, taught in the rural schools of Lyon County, Kansas,

and later served as city editor of an Emporia, Kansas, newspaper. From 1892 to 1904 he was superintendent of schools at Topeka, and headed the Omaha public school system from that time until he went to Washington.

Dr. Davidson is perhaps best known for his championing the cause of humanizing American education. As chairman of the N. E. A. Commission on Legislation since 1927, he has been a strong advocate of the creation of a separate federal Department of Education with a Secretary in the President's Cabinet. Last year he was appointed by Secretary of the Interior Wilbur a member of the Federal Advisory Committee on Education to study the relations of the national government to education.

He was a member of the American Academy of Political and Social Science, Phi Beta Kappa, and the Pittsburgh Athletic Club, and an honorary member of the American Legion;

an author of a History of the United States, and editor of classics and school readings. He lectured widely on educational topics.

C. A. Faust

COMMERCIAL teachers the country over will join us in expressing our sorrow at the death of Charles A. Faust, of Chicago, who died very suddenly last August. Not only to the penmen of the country was he well known and loved, but to every member of the National Commercial Teachers' Federation, for he has been present at every meeting of that organization since it was formed, and has served as its treasurer continuously for some twenty-five years past.

Such tenure of office is indicative of the appreciation of Mr. Faust's faithful service, and the esteem in which he was held by his fellow-teachers.

Association News

NO sooner do we finish reporting the last of the spring and summer conventions than it is time to announce early fall meetings! And here is the first news to reach us, given us by Mrs. Martha J. Baldwin, to remind you of the program arranged for you this month.

Southeastern New York Teachers to Meet October 31

THE commercial section of this Southeastern Zone of the New York State Teachers' Association is to meet at New York University for the following program:

- 1:45—2:10 Teaching Valuation Reserve Accounts in Advanced Bookkeeping
William C. Wallace, New York University and George Washington High School, New York City
- 2:10—2:15 Discussion
Matthew E. Lynaugh, White Plains High School, White Plains, New York
- 2:15—2:40 Demonstration Shorthand Class
Miss Martha E. Bowen, Haaren High School, New York City
- 2:40—2:45 Discussion
Miss Maude G. Smith, High School of Commerce, Yonkers
- 2:45—3:05 A Message from our State Supervisor of Commercial Education
Clinton A. Reed
- 3:05—3:15 Discussion
- 3:15—3:35 Demonstration Class in Typewriting
Harold H. Smith, The Gregg Publishing Company, New York City
- 3:35—3:45 Discussion

This program will, we know, pay you well for the Friday afternoon you give to it, and all commercial teachers in southeastern New York are urged to attend. Let us answer this

invitation of the chairman by turning out in goodly numbers. Meantime, she will be glad to give you any further details you desire. Mrs. Baldwin needs no introduction to the old members of the association, but for the benefit of new readers in this vicinity, we add that she may be reached at the White Plains High School, White Plains, New York.

Don't forget the date—October 31, at the New York University—nor let any Halloween goblins due to stalk that evening keep you from joining your fellow teachers, ready to take active part in the discussions.

Teacher Training Association Already Busy

OFFICERS of the National Association of Commercial Teacher Training Institutions are already planning their new year's work. Well-known throughout the country, all of these officers and directors: Miss Ann Brewington, University of Chicago, *president*; C. M. Yoder, Whitewater State Teachers College, *vice-president*; Helen Reynolds, Ohio University, *secretary*; and Paul A. Carlson, Whitewater State Teachers College, *treasurer*. *Directors*, Dr. Paul S. Lomax, New York University; A. A. Miller, North Texas State Teachers College; F. G. Nichols, Harvard University, Alfred Sorenson, University of California; and M. E. Studebaker, Ball State Teachers College. The Association is still young, but the caliber of its leaders and their earnest work has already made its influence

(Continued on page 72)

The Reading of Shorthand

(Continued from page 46)

should be acceptable in a high school class if read at 100 words a minute or less, except in the case of those very slow readers whose oral print rate is less than 150 words a minute.

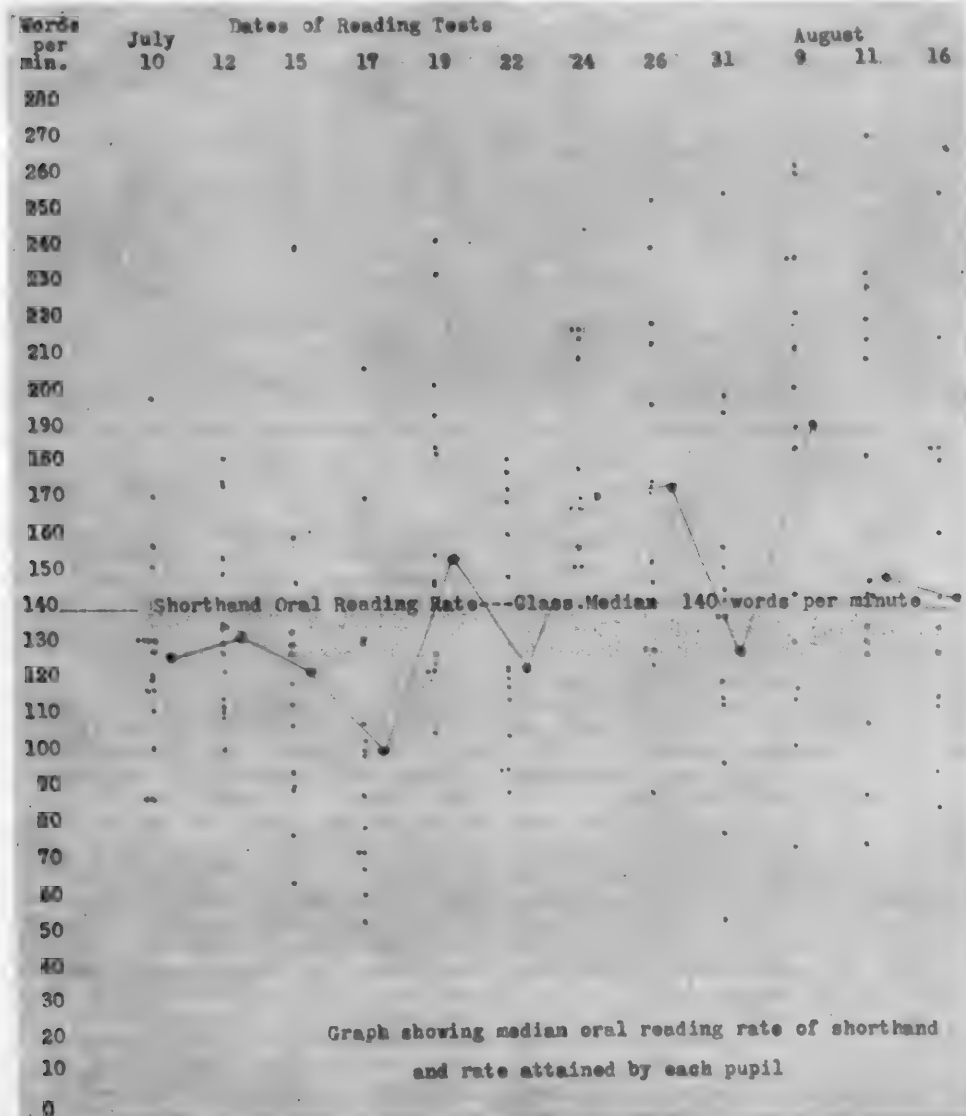
Distribution of Rates

It is probable that Graph II, showing the distribution of the rates attained by the members of this class at each test, will be interesting to many teachers. Certainly it was interesting to the members of the class,

who, as soon as the results of a reading test had been recorded, crowded before it to see where each stood. Some were as much interested in the line showing the record of the class as they were in their own individual records. As an interest factor and incentive device this graph proved indispensable.

In order to show the record of one pupil (Number 11 on the Table) her individual graph is given (page 58). The original graph was kept by the student as a daily record of her progress in the oral reading of shorthand. It was, of course, checked by the

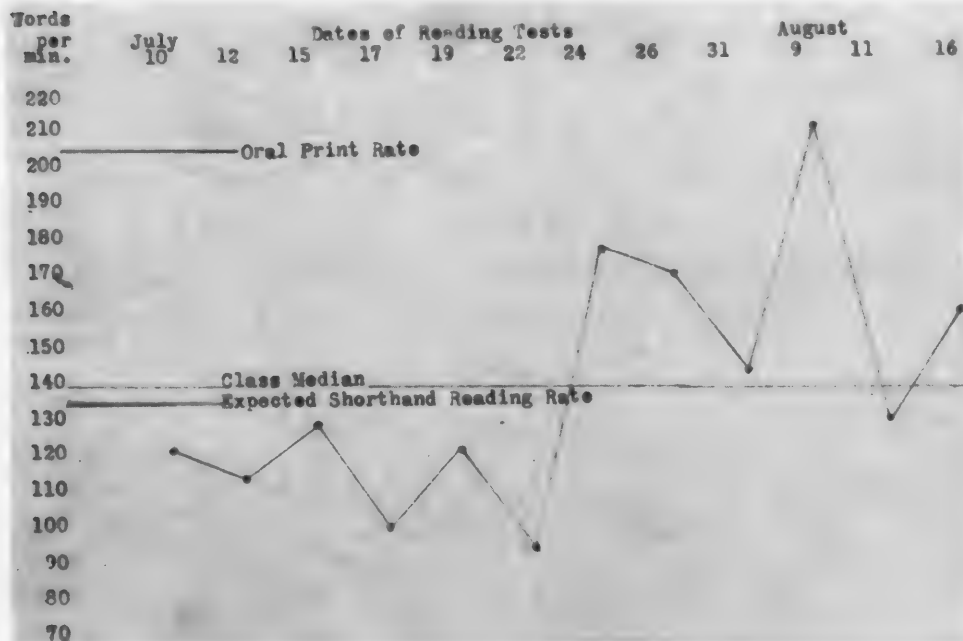
GRAPH II



teacher with the class graph. The interest of the pupils in keeping their daily records on graphs such as this is another example of an interest-arousing device well worth the time it takes to initiate and to carry out. In other

quality of comprehension are usually found together, and that a slow rate of reading and a poor quality of accuracy are commonly found in the same individual." (W. F. Book, *THE DEVELOPMENT OF HIGHER ORDERS OF*

GRAPH III



words, this graph and the class record graph on page 57 are examples of the value of showing pupils exactly how much progress each is making in a particular kind of learning.

Quality of Reading

Some teachers may ask about the quality of the reading at these rates. They may think that the reading was done without the inflections, emphasis, and pauses necessary for the accurate conveyance of the exact thought. While there are no objective methods for measuring this quality of oral reading, it is obvious that pupils reading at speeds exceeding 140 words a minute do not hesitate nor repeat. Miscalling an outline, omitting or substituting a word which interferes with getting the thought expressed in a sentence, naturally slows up the reading. Consequently, the speed at which a pupil reads appeared to be a reliable indication of the quality and accuracy of his reading when checked for comprehension and good expression by the reports of those who listened.

In this connection, it is interesting to recall that studies of the relation between speed and comprehension in silent reading have shown that "a fast rate of reading and good

PERCEPTUAL HABITS IN READING, *Journal of Educational Research*, March, 1930, p. 170.)

"All the results on the relation between speed and comprehension show that speed and accuracy in reading usually go together, and that increasing one's rate of reading does not necessarily make him less accurate in his understanding of what the author has said."

Gratifying Results Obtained

In the Demonstration School classes, where the standard of quality for all oral reading emphasized the use of the oral punctuation necessary for reproducing the exact thought of the sentence, the quality of the reading in timed tests was better than that ordinarily shown by high school pupils. The standard set for quality of reading was the accurate oral reproduction of the exact thought of the sentence being read. In addition to contributing to better thought expression in the oral reading, attention to quality of reading was expected to result in an understanding of the value of oral punctuation in conveying fine shades of meaning and also of the relationship existing between oral punctuation and written punctuation. Naturally, pupils who

(Continued on page 62)

Indirect Methods for Results

By Florence E. Ulrich

Editor, "Gregg Writer" Art and Credentials Department

Zeal!
Zest!
Attention!
Ambition!
Enthusiasm!
RESULTS!

HOW do you get them? How can you stimulate a class of shorthand students until they will "work their heads off"—and like it?

Perhaps what appears to be a divine secret imparted only to the favored few is not such a secret after all. No, we all know some teachers do it. The recipe may not be the same in all cases. Possibly the abounding life and energy that some teachers bring to their classrooms come by the cold bath and outdoor life route! With some, a consuming love of their work and interest in their pupils may hold even the more reluctant students to a seriousness of purpose and concentration of effort that will bring results. Some depend upon the rule of tyranny, and literally drive the pupils to the goal set before them. And there are still other methods of getting results.

Select your method according to your temperament, and apply it according to your courage and your skill—and may the results you obtain justify your effort!

We Can Help You!

Whatever method you employ, it is the business of the *Gregg Writer* to cooperate with you and supplement your efforts in every way that we can. Thousands of successful shorthand teachers throughout the United States, convinced of the value of the magazine and its activities, have had the *Gregg Writer* made part of the equipment supplied the students by the Board of Education or purchased by them, the same as the Manual and other texts, in order that it may be had for daily or weekly assignments, in shorthand reading, writing, typing, office practice training, and advertising. These teachers recognize the importance of the magazine as a teaching aid not merely in establishing and maintaining a standard quality of work, but as the surest means of keeping the student alert to the possibilities of his professional accomplishment and efficiency during the training period. They know, also, that part of their training job is to acquaint students with the magazines of their profession and establish in them the

habit of reading them and keeping up with current events and innovations in their work.

Larson says in this connection: "The demands made upon young men and young women in business today are far greater than in any previous generation. To meet them one must be constantly on the alert to exercise the full power of mind and experience in every situation. This necessitates a broad understanding of business as a proper background for making quick decisions of importance. It requires easy familiarity with the new methods and devices that are being introduced every day to make the work of the office more up-to-date and productive. The progressive stenographer and secretary cannot afford to be without such knowledge. It is indispensable to his success.

"There are countless magazines on a variety of subjects that cover the whole field of business and finance, manufacturing and shipping, buying and selling, office production and management. Nothing pays better interest than judicious reading of this material. The young man or woman who spends a few minutes each day in reading the magazines of his profession is acquiring the capital necessary for getting a bigger and better job."

"Gregg Writer" Credentials

One of the outstanding features of the *Gregg Writer* is the work carried on by the Credentials Department. Approximately 125,000 tests were received for certification and awards during the past year. The O. G. A., conceived and promoted in the interests of better shorthand notes, is among the most popular of these activities. A hundred thousand members are to be found all over the world in every line of business and professional activity.

My attention was recently called to the fact that at one of the dinners given by the bankers' club of this city a member was wearing the emblem of the Order of Gregg Artists. He had begun the study of shorthand while at college, and since then had practiced it as a "hobby" because he found it so "absorbingly interesting" to read and

write. He had become a member of the O. G. A. the year before.

Hundreds of O. G. A. clubs have been formed in schools and business communities throughout the United States and abroad for the purpose of promoting interest in and developing a better shorthand style, and to bring together the members of the Order. And this is only one of the activities for students sponsored by the *Gregg Writer*.

The Roll of Honor

For several years now the *Gregg Writer* has been offering a Roll of Honor to schools that have students qualify for the O. G. A. certificate. This new feature is very popular, and properly so. Whatever tends to give honorable distinction to the individual pupil among his fellows exerts a favorable influence upon his work. There is honor in securing a certificate of Membership in the Order of Gregg Artists—and it is worth while for the teacher to capitalize the accomplishment of a pupil thus honored in stimulating the others to strive for similar distinction.

The Roll of Honor provides a convenient and effective means of focussing attention upon the winning of the certificates and keeping the matter before the attention of the class. It will be sent to teachers as soon as the first group of certificates for the season has been issued. The names of certificate winners then may be written on the scroll

and posted or displayed, as prominently as circumstances permit, for the inspiration value it will have.

The Awards Appeal to Pride

Some teachers will increase the value of the Roll of Honor by making something of a ceremony out of the presentation of it to the class or classes. At an appropriate time, when new certificates are received, set the regular work aside for a few minutes in order to record these new names on the Roll of Honor, referring briefly to the significance of the performance which won the certificate and the distinction about to be conferred upon the new members. Then let the students in turn come forward to your desk and personally write their names on the scroll, or, if the work is done by a professional engrosser, read the names of the new members, asking them to rise and receive the honor due them. Students remember things like that—and those who watch will be influenced to work and earn certificates for themselves in order that they may claim equal rank with their associates.

A *Gregg Writer* club formed in your school and the incorporation of the Credentials plan in your teaching program will put punch in your talks, zest in your appeal, and beget spontaneous and enthusiastic response from your students that must inevitably bring bigger and better results in your teaching.



Teacher Certificate Winners

O. G. A. Awards

Mildred Klaus and Ines Ray Wells, High School, Reno, Nevada
 Dorothy Drave, High School, Akron, Indiana
 Edith Uts, Consolidated Schools, Moxee City, Washington
 Ella W. Rennie, High School, Chester, Pennsylvania
 Jane V. Deal and Erma Fitch, J. Sterling Morton High School, Cicero, Illinois
 Katherine Hoben, Maher's Business College, Kalamazoo, Michigan
 Nancy Jarvis, High School, Kendrick, Idaho
 Sister M. Gregoriana, Sacred Heart High School, Gallup, New Mexico
 Mildred Whaner, Eskridge Rural High School, Eskridge, Kansas
 Dorothy L. Weller, High School, Boyertown, Pennsylvania
 Katherine A. Wingate, Newport High School, Newport, Maine
 Ada Galbraith, High School, El Paso, Texas
 Bernice Thompson, High School, Arcadia, Kansas
 John Bryce Sardiga, Lake College of Commerce, Waukegan, Illinois
 Olive Moore, High School, Port Clinton, Ohio
 Dollie Lee Huey, Lincoln High School, Ellwood City, Pennsylvania
 Earl A. Arnold, High School, Kearney, Nebraska
 Brother Felix, St. Mel High School, Chicago, Illinois
 Ethel Elliott, Ohio Northern University, Ada, Ohio
 Eleanor F. Raymond, High School, Daytona Beach, Florida
 Edith C. Brashear, High School, Tyndall, South Dakota
 Sister Vincent Marie, Dominican Sisters, Mt. Sterling, Illinois

B. L. Lawson, Dawsons Business College, Tampa, Florida
 Sister Mary Gabriel, Dominican Academy, Fall River, Massachusetts
 Mabel C. Morton, Rice School of Commerce, Seattle, Washington
 Emma C. Olson, Junior High School No 13, Manhattan, New York, N. Y.
 Sadie H. Pickard, High School, Meriden, Connecticut

O. A. T. Awards

Sister Marie-Claire, Sisters of St. Anne, Worcester, Massachusetts
 John Bryce Sardiga, Lake College of Commerce, Waukegan, Illinois
 Mrs. Elizabeth S. Parrish, High School, Wapella, Illinois
 Florence E. Groce, High School, St. Charles, Missouri
 Fatima W. Follman, High School, Albia, Iowa
 Sister Mary Gabriel, Dominican Academy, Fall River, Massachusetts
 Nellie Starbuck, High School, Green City, Missouri
 Dorothy E. Anderson, Lincoln Junior High School, Rockford, Illinois
 Sister Mary Emmanuel and Sister Vincent Marie, St. Mary Academy, Mt. Sterling, Illinois
 Zerny Monroe Jackson, High School, Urbana, Illinois
 Selma Fischer, Hamilton Business College, Ann Arbor, Michigan
 Sister Emily, The Mallinckrodt, Wilmette, Illinois
 Eva Broyles Pack, High School, Lumberport, West Virginia

The Reading of Shorthand

(Concluded from page 58)

were learning the significance of oral punctuation were being prepared for the accurate use of written punctuation in their transcripts. Of course, the attention of the pupils was constantly being called to the correlation between oral punctuation and written punctuation. This resulted in few or no errors in punctuation being made in the written transcripts of these pupils. Fast, meaningful oral reading in these classes seemed to result in more accurate transcripts, including proper use of punctuation, than is generally found in first year shorthand classes.

This experiment to determine the oral shorthand-reading rate was continued in the summer of 1930. The tentative findings of the previous classes were confirmed. As a matter of fact, because of the high intelligence of the 1930 group of students, their attainment was much higher than that of the preceding groups. On the third day every pupil in this group exceeded his expected shorthand reading rate. The range on this date was from 126 to 268 words a minute.

Perhaps some teachers may ask, Why stress good oral reading? Why try to attain such high rates of reading? The answer to these two questions is found in the fundamental purpose of shorthand—that of reproducing the thought recorded in shorthand notes. In other words, the ultimate purpose of the writer of shorthand has not been attained until the thoughts expressed by his notes have been reproduced, either orally or on the typewriter. Hence, the emphasis on reading shorthand notes is really emphasis on accurate thought getting and reproduction.

Unless a stenographer can orally reproduce the thought recorded in her notes, she will be unable to produce an accurate transcript. Stressing good oral reading, with its two important elements of speed and accuracy, in the early stages of learning shorthand, should result in good oral and silent reading in the later stages, which, in turn, should contribute to better transcribing ability.

APPENDIX A

Oral Reading Test

Everybody loves to see a good game, well played; and everybody, who is anybody, loves a good player; and what the best in everybody naturally loves is pretty sure to be right.

Of course, every one cannot play as well as every other person in every place in the game. One fellow can excel, say at football, and another at baseball, and another at scholarship; while some are physically unfitted to outclass their fellows at any of these things. But that is no excuse whatever why they should not love every good game and every good player. To appreciate and encourage the players is perhaps your part of the game. Do not think that a good "rooter" has no value.

Every one can excel in the greatest of all games—the game of life.

If you do not possess riches, or physical strength, or genius, do not be discouraged. Remember that riches of themselves cannot add to your life anything of real importance. Physical strength belongs to anyone for only a few years; and it has not been the brilliantly clever, but the hard workers who have given the world most. That is, it is they who have really won the greatest prizes. For success is measured, not by what we have, but by what we do with what we have.

No one, at heart, has any use for the excuse-maker. Even if you know you cannot win, the world will never forgive you for not trying. It rightly despises the "quitter," but it loves the fellow who says, "I know I'm not much good, but I'll play the game." Who cares for the winner of a "walk-over"? The man who is worth while does not care about it himself. Anyhow, there is no such thing as a "walk-over" in the greatest game of all. There is only one way to attain the best of all prizes, that is to fight for it and win it for yourself.

What at first to us appear the big things, are really, often enough, only the little things.

—Wilfred T. Grenfell

**Remember the date—November 27, 28, 29—on these days the
Southern Commercial Teachers' Association meets at Birmingham, Alabama.
Further details next month.**

DICTATION MATERIAL



to Shorthand Plates in *The GREGG WRITER*

Future Values

If we could only know in advance the values that commodities, and people, would accumulate in time, we would never²⁰ make mistakes in investments or estimates of people.

Since we can't see far into the future, we tend to judge⁴⁰ things and people on their present face values. Occasionally we do make investments. We hire men and women sometimes for⁶⁰ the sake of what they will be worth to us eventually, paying them what they are worth now, and expecting⁸⁰ to increase their pay as they prove their greater worth, or grow into greater ability to serve. Because we have¹⁰⁰ made so many mistakes in gauging ability and potentialities, that is because, as we say, we have been fooled so¹²⁰ often; we tend to place little reliance on our judgment, and to declare to ourselves that we hope all will¹⁴⁰ turn out for the best.

In one respect we estimate future values of things we buy. That is, we figure¹⁶⁰ that we will enjoy the purchase over a certain period, and that it will delight us perhaps increasingly, until it¹⁸⁰ wears out. We can't judge people by such a standard, however, for unless people grow in our favor, we are²⁰⁰ better off without their contacts. It is vitally necessary, then, in selecting employees and friends, that we cultivate the ability²²⁰ to look into their futures.

Required for such ability is the tendency to analyze character, as well as to discover²⁴⁰ elements of capacity, and talents, and graces.

So-and-So is a nice fellow, good manners, well educated, knows his²⁶⁰ stuff. How will he wear, and will he be more capable ten years from today? He has to be fundamentally²⁸⁰ sound, possessed of real gentility, and tend to study, to warrant any expectation that he will meet the demands we³⁰⁰ will make on him ten years hence.

Observe, now, this snapper in the problem. We are assuming that we ourselves³²⁰ will advance, that our standards will be higher ten years hence, and that we will require more from those who³⁴⁰ are walking beside us. They must expect to get more from us, the longer they are associated with us. If³⁶⁰ we don't expect to grow, we naturally will not think of the prospective growth of anybody else, and it will³⁸⁰ not be necessary for us to look into their future. (390)

Elbert Hubbard *On the Right Mental Attitude*

Do not fear being misunderstood; and never waste a minute thinking about your enemies. Try to fix firmly in your²⁰ mind what you

would like to do, and then, without violence or directing, you will move straight to the goal.⁴⁰

Keep your mind on the great and splendid things you would like to do; and then as the days go⁶⁰ gliding by, you will find yourself unconsciously seizing upon the opportunities that are required for the fulfillment of your desire,⁸⁰ just as the coral insect takes from the running tide the elements it needs.

Picture in your mind the able,¹⁰⁰ earnest, useful person you desire to be, and the thought you hold is hourly transforming you into that particular individual.¹²⁰

Thought is supreme. Preserve a right mental attitude—the attitude of courage, frankness, and good cheer.

To think rightly is¹⁴⁰ to create. All things come through desire. We become like that on which our hearts are fixed. (157)

Drills on the Manual Lessons

Chapter Four

A Shaded Pool. There is a shaded pool in the green woods where we love to go in the summer²⁰ time. We can relax at our ease in a grassy nook, and draw deep breaths of the clear country air.⁴⁰ As we look, we can see, far off between the great dark trees, the shimmer of the blue lagoon where⁶⁰ shadowy dream ships sail by. Tall bamboos lean over our pool, and gay blossoms droop from the leafy shores.

Little⁸⁰ furry beasts peer at us from the shelter of the brakes. They scuttle away when we call; but not far.¹⁰⁰ They really have no fear of us, but only play they have. They like to fool us if they can.¹²⁰

Many ducks skim about on the pool, and once a tall blue heron came, too. Sparrows chatter to each other¹⁴⁰ as they frolic in the trees.

We may hear, far off in the deep wood, the "woof" of a fat,¹⁶⁰ happy bear, and once there was the track of a fawn on the shore.

When the rosy lances of dawn¹⁸⁰ lodge in the tree tops, it is a place for Pan with his flute. Then the first glancing beams of²⁰⁰ day touch the face of the sleeping pool with rainbow riches.

It is thrilling there at evening, when the great²²⁰ moon comes up softly, and the stars show like dim tapers in the dark water, and all the earth is²⁴⁰ hushed and still. But it is lovely, too, in the ruddy magic of noon.

When you come to see me²⁶⁰ some day, we will plan a picnic at the pool.

Dear Sir: I should like to bring to your notice²⁸⁰ a new book that has met with great favor. It is called "The World We Live In." It treats particularly³⁰⁰ of Nature, explaining especially the common flowers and trees, and awakens in its readers a desire to go into the³²⁰ woods and look about them and to open their eyes to the great secrets that have been a closed book³⁴⁰ to them before.

Suppose I send a book to your house and let you look it over? Very cordially yours, (360)

Chapter Five

Dear Madam: Friday is the date of our yearly White Goods sale, and we are trying to put a lower³⁰ price on twice as many kinds of choice goods as before.

In the piece-goods section voile and striped broadcloth⁴⁰ will remind you that right now is the time to get a supply for use next spring. If you need⁶⁰ any coat linings, please examine the yard-wide China silk. On the table right next to these are fine linen⁸⁰ doilies and towels of all sizes. All of these are bargains at the prices named.

In the kitchen section it¹⁰⁰ will be wise to get a supply of knives, some of the shiny new pie plates, a wire basket for¹²⁰ deep-fat frying, and a broiling rack. Please make it a point to find the improved type of bread mixer¹⁴⁰ that also beats egg whites and mixes oil dressings. It will not require enough power to risk blowing out a¹⁶⁰ fuse.

If you realize what a tidy sum you can save, you will drive in early Friday morning. Yours very¹⁸⁰ truly.

Dear Sir: September 10 we ordered, through your Mr. White, 540 kegs of powder to be shipped²⁰⁰ the following week.

We wrote you twice telling you why we needed it immediately, and now, in answer to our²²⁰ wire, you write us that you are behind with all your orders and will require more time.

We have relied²⁴⁰ on you for our supply in this line for years, and it is most annoying to find that we cannot²⁶⁰ get it in time to fill our orders.

We have now decided that if the goods do not reach us²⁸⁰ by Monday night we will not accept them. Yours truly.

Dear Sir: I am in the market for a light³⁰⁰-weight used car that I can drive cheaply over rough country roads. It need not be a high-powered car,³²⁰ but something small that will not require much for gas, tires, and license. If you find out where I can³⁴⁰ buy one, write me. Yours truly, (346)

Chapter Six

Mince Meat. It was a cold December day. The wind moaned and wailed around the house and blew in wildly²⁰ at the front door every time anyone came in or went out. The snow trimmed the trees and covered⁴⁰ the ground.

It was jolly to sit by the fire and hear

Aunt Julia tell about making the mince meat.⁶⁰ As I was hearing all about the things the recipe called for in the preparation of the mince meat, Uncle⁸⁰ Joseph walked in with his arms filled with wood for the fireplace.

He said that, while mince meat was good¹⁰⁰ for filling pies, it was also good for something else. I tried to guess what it was, but I could¹²⁰ not think of even one thing that mince meat could be used for, except for making pies. Then while Aunt¹⁴⁰ Julia was busy in the kitchen, Uncle Joseph told me some things about mince meat that I never knew before.¹⁶⁰

"Only think," he said, "of all the people that are employed in making our mince meat."

"Why," I said, "Aunt¹⁸⁰ Julia is going to make it—she told me so."

"Yes," he said, "but I am referring to the things²⁰⁰ that your Aunt is going to put into that mince meat. I am thinking about the people who grew and²²⁰ dried the raisin grapes; the men who cared for the cattle, and the great slaughter houses where the beef was²⁴⁰ prepared for the market; the people who raised the chickens that laid the eggs. And think of the people in²⁶⁰ far-away countries who prepared the spices. Think of the farmers who planted and cared for the trees that supplied²⁸⁰ all the apples for the cider for our mince meat. Large numbers of people were employed in raising sugar cane,³⁰⁰ so that our mince meat may be sweet. Even the salt must be mined down in the dark earth. so³²⁰ that our mince meat may be savory and tasty." (329)

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Work, don't worry. It is not the revolution that destroys the machinery but the friction. (15)

Left Out on Lone Star Mountain

By Bret Harte

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(Continued from the September issue)

If the newly-made proprietor had increased in stature, he had not otherwise changed his demeanor. He²⁰⁰ remained in the same attitude until the last figure disappeared behind the fringe of buckeye that hid the distant highway.²¹⁰ Then he walked slowly to the fireplace, and, leaning against the chimney, kicked the dying embers together with his foot.²¹³⁰ Something dropped and spattered in the film of hot ashes. Surely the rain had not yet ceased!

He remembered how,²¹⁴⁰ a fatherless, truant schoolboy, he had drifted into their adventurous, nomadic life, itself a life of grown-up truancy like²¹⁶⁰ his own, and became one of that gypsy family. How they had taken the place of relations and household in²¹⁸⁰ his boyish fancy, filling it with the unsubstantial pageantry of a child's play at grown-up existence, he knew only²²⁰⁰ too well. But how,

from being a pet and *protégé*, he had gradually and unconsciously asserted his own individuality and²²²⁰ taken upon his younger shoulders not only a poet's keen appreciation of that life, but its actual responsibilities and half-²²⁴⁰ childish burdens, he never suspected. He had fondly believed that he was a neophyte in their ways, a novice in²²⁶⁰ their charming faith and indolent creed, and they had encouraged it; now their renunciation of that faith could only be²²⁸⁰ an excuse for a renunciation of him.

A rising indignation, stirred by a sense of injury, mounted to his cheek²³⁰⁰ and eyes. It was slow to come, but was none the less violent that it had been preceded by the²³²⁰ benumbing shock of shame and pride.

Nothing remained now but to refuse the proffered bribe of claim and cabin by²³⁴⁰ letter, for he must not wait their return. He tore a leaf from a blotted diary, begun and abandoned long²³⁶⁰ since, and essayed to write. Scrawl after scrawl was torn up, until his fury had cooled down to a frigid²³⁸⁰ third personality. "Mr. John Ford regrets to inform his late partners that their tender of house, of furniture," however, seemed²⁴⁰⁰ too inconsistent with the pork-barrel table he was writing on; a more eloquent renunciation of their offer became frivolous²⁴²⁰ and idiotic from a caricature of Union Mills, label and all, that appeared suddenly on the other side of the²⁴⁴⁰ leaf; and when he at last indited a satisfactory and impassioned exposition of his feelings, the legible *addendum* of "Oh,²⁴⁶⁰ ain't you glad you're out of the wilderness!"—the forgotten first line of a popular song, which no scratching would²⁴⁸⁰ erase—seemed too like an ironical postscript to be thought of for a moment. He threw aside his pen, and²⁵⁰⁰ walked to the threshold.

How quiet it was. With the cessation of the rain the wind too had gone down.²⁵²⁰ In this listless attitude he was faintly conscious of a distant reverberation, a mere phantom of sound—perhaps the explosion²⁵⁴⁰ of a distant blast in the hills—that left the silence more marked and oppressive. As he turned again into²⁵⁶⁰ the cabin a change seemed to have come over it. It already looked old and decayed. To his excited fancy²⁵⁸⁰ the few disordered blankets and articles of clothing seemed dropping to pieces. He gathered together hastily a few articles that²⁶⁰⁰ were especially his own—rather, that the free communion of the camp, from indifference or accident, had left wholly to²⁶²⁰ him. He hesitated for a moment over his rifle, but, scrupulous in his wounded pride, turned away and left the²⁶⁴⁰ familiar weapon that in the dark days had so often provided the dinner or breakfast of the little household. Candor²⁶⁶⁰ compels me to state that his equipment was not large nor eminently practical. His scant pack was a light weight²⁶⁸⁰ for even his young shoulders, but I fear he thought more of getting away from the Past than providing for²⁷⁰⁰ the Future.

With this vague but sole purpose he left the cabin, and almost mechanically turned his steps towards the²⁷²⁰ creek he had crossed

that morning. He knew that by this route he would avoid meeting his companions; its difficulties²⁷⁴⁰ and circuitousness would exercise his feverish limbs and give him time for reflection. He had determined to leave the claim,²⁷⁶⁰ but whence he had not yet considered. He reached the bank of the creek where he had stood two hours²⁷⁸⁰ before; it seemed to him two years.

The strange hush in the air that he had noticed before—a calm²⁸⁰⁰ so inconsistent with that hour and the season as to seem portentous—became more marked in contrast to the feverish²⁸²⁰ rush of the turbulent water-course.

By some peculiar trick of the atmosphere, the perfect plenitude of that golden sunset glow²⁸⁴⁰ was lavished on the rugged sides and tangled crest of Lone Star Mountain. That isolated peak, the landmark of their²⁸⁶⁰ claim, kept its radiance long after the glow had fallen from the encompassing skies.

The eyes of the young man²⁸⁸⁰ were fixed upon it with more than a momentary interest. He knew that from its crest he would be able²⁹⁰⁰ to distinguish the figures of his companions, as they crossed the valley near the cabin, in the growing moonlight. Thus²⁹²⁰ he could avoid encountering them on his way to the high road, and yet see them, perhaps, for the last²⁹⁴⁰ time. Even in his sense of injury there was a strange satisfaction in the thought.

The ascent was toilsome, but²⁹⁶⁰ familiar. All along the dim trail he was accompanied by gentler memories of the past, that seemed, like the faint²⁹⁸⁰ odor of spiced leaves and fragrant grasses wet with the rain and crushed beneath his ascending tread, to exhale the sweeter³⁰⁰⁰ perfume in his effort to subdue or rise above them. There was the thicket where they had broken noonday bread³⁰²⁰ together; here was the rock beside their maiden shaft, where they had poured a wild libation in boyish enthusiasm of³⁰⁴⁰ success.

When he at last reached the summit, the mysterious hush was still in the air, as if in breathless³⁰⁶⁰ sympathy with his expedition. In the west, the plain was faintly illuminated, but disclosed no moving figures. He turned towards³⁰⁸⁰ the rising moon, and moved slowly to the eastern edge. Suddenly he stopped. Another step would have been his last!³¹⁰⁰ He stood upon the crumbling edge of a precipice. A landslide had taken place on the eastern flank, leaving the³¹²⁰ gaunt ribs and fleshless bones of Lone Star Mountain bare in the moonlight. He understood now the strange rumble and³¹⁴⁰ reverberation he had heard; he understood now the strange hush of bird and beast in brake and thicket!

Although a³¹⁶⁰ single rapid glance convinced him that the slide had taken place in an unfrequented part of the mountain, above an³¹⁸⁰ inaccessible cañon, and reflection assured him his companions could not have reached that distance when it took place, a feverish³²⁰⁰ impulse led him to descend a few rods in the track of the avalanche. The frequent recurrence of outcrop and³²²⁰ angle made this comparatively easy. Here he called aloud;

the feeble echo of his own voice seemed only a dull³²⁴⁰ impertinence to the significant silence. He turned to reascend; the furrowed flank of the mountain before him lay full in³²⁶⁰ the moonlight. To his excited fancy, a dozen luminous starlike points in the rocky crevices started into life as he³²⁸⁰ faced them. Throwing his arm over the ledge above him, he supported himself for a moment by what appeared³³⁰⁰ to be a projection of the solid rock. It trembled slightly. As he raised himself to its level, his heart³³²⁰ stopped beating. It was simply a fragment detached from the outcrop, lying loosely on the ledge but upholding him by³³⁴⁰ its own weight only. He examined it with trembling fingers; the encumbering soil fell from its sides and left its³³⁶⁰ smoothed and worn protuberances glistening in the moonlight. It was virgin gold!

Looking back upon that moment afterwards, he remembered³³⁸⁰ that he was not dazed, dazzled, or startled. It did not come to him as a discovery or an accident,³⁴⁰⁰ a stroke of chance or a caprice of fortune. He saw it all in that supreme moment; Nature had worked³⁴²⁰ out their poor deduction. What their feeble engines had essayed spasmodically and helplessly against the curtain of soil that hid³⁴⁴⁰ the treasure, the elements had achieved with mightier but more patient forces. The slow sapping of the winter rains had³⁴⁶⁰ loosened the soil from the auriferous rock, even while the swollen stream was carrying their impotent and shattered engines to³⁴⁸⁰ the sea. What mattered that his single arm could not lift the treasure he had found; what mattered that to³⁵⁰⁰ unfix those glittering stars would still tax both skill and patience! The work was done, the goal was reached! Even³⁵²⁰ his boyish impatience was content with that. He rose slowly to his feet, unstrapped his long-handled shovel from his³⁵⁴⁰ pack, secured it in the crevice, and quietly regained the summit.

It was all his own! His own by right³⁵⁶⁰ of discovery under the law of the land, and without accepting a favor from them. He recalled even the fact³⁵⁸⁰ that it was his prospecting on the mountain that first suggested the existence of gold in the outcrop and the³⁶⁰⁰ use of the hydraulic. He had never abandoned that belief, whatever the others had done. He dwelt somewhat indignantly to³⁶²⁰ himself on this circumstance, and half unconsciously faced defiantly towards the plain below. But it was sleeping peacefully in the³⁶⁴⁰ full sight of the moon, without life or motion. He looked at the stars, it was still far from midnight.³⁶⁶⁰ His companions had no doubt long since returned to the cabin to prepare for their midnight journey. They were discussing³⁶⁸⁰ him, perhaps laughing at him, or worse, pitying him and his bargain. Yet here was his bargain! A slight laugh³⁷⁰⁰ he gave vent to here startled him a little, it sounded so hard and so unmirthful, and so unlike as³⁷²⁰ he oddly fancied what he really thought. But what did he think?

Nothing mean or revengeful; no, they never would³⁷⁴⁰ say that. When he had taken out all the surface gold and put the mine in work-

ing order, he would³⁷⁶⁰ send them each a draft for a thousand dollars. Of course, if they were ever ill or poor he would³⁷⁸⁰ do more. One of the first, the very first things he should do would be to send them each a³⁸⁰⁰ handsome gun and tell them that he only asked in return the old-fashioned rifle that once was his. Looking³⁸²⁰ back at the moment in after years, he wondered that, with this exception, he made no plans for his own³⁸⁴⁰ future, or the way he should dispose of his newly acquired wealth. This was the more singular as it had³⁸⁶⁰ been the custom of the five partners to lie awake at night, audibly comparing with each other what they would³⁸⁸⁰ do in case they made a strike.

How different it might have been! If they had only waited a day³⁹⁰⁰ longer! if they had only broken their resolves to him kindly and parted in good will! How he would long³⁹²⁰ ere this have rushed to greet them with the joyful news! But what if somebody else, Union Mills or the³⁹⁴⁰ Judge, had been the first discoverer? Might they not have meanly kept the secret from him; have selfishly helped themselves³⁹⁶⁰ and done—

"What you are doing now."

The hot blood rushed to his cheek, as if a strange voice were³⁹⁸⁰ at his ear. For a moment he could not believe that it came from his own pale lips until he⁴⁰⁰⁰ found himself speaking. He rose to his feet, tingling with shame, and began hurriedly to descend the mountain.

He would⁴⁰²⁰ go to them, tell them of his discovery, let them give him his share, and leave them forever. It was⁴⁰⁴⁰ the only thing to be done, strange that he had not thought of it at once. Yet it was hard,⁴⁰⁶⁰ very hard and cruel, to be forced to meet them again. What had he done to suffer this?

He was⁴⁰⁸⁰ sure to find them waiting at the Cross Roads where the coach came past. It was three miles away, yet⁴¹⁰⁰ he could get there in time if he hastened. It was a wise and practical conclusion of his evening's work,⁴¹²⁰ a lame and impotent conclusion to his evening's indignation. No matter. They would perhaps at first think he had come⁴¹⁴⁰ to weakly follow them, perhaps they would at first doubt his story. No matter. He bit his lips to keep⁴¹⁶⁰ down the foolish rising tears, but still went blindly forward.

What was that? A shot in the direction of the⁴¹⁸⁰ cabin! yet so faint, so echoless, so ineffective in the vast silence, that he would have thought it his fancy⁴²⁰⁰ but for the strange instinctive jar upon his sensitive nerves. Was it an accident, or was it an intentional signal⁴²²⁰ to him? He stopped; it was not repeated, the silence reasserted itself, but this time with an ominous deathlike suggestion.⁴²⁴⁰ A sudden and terrible thought crossed his mind. He cast aside his pack and all encumbering weight, took a deep⁴²⁶⁰ breath, lowered his head and darted like a deer in the direction of the challenge. (4275)

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Idle people have the least leisure. (6)

Vision precedes big achievement. (4)

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Knowledge without practice is like a glass eye, all for show and nothing for use. (15)

Key to the June O. G. A. Plate

Build the foundation of your career thoroughly and to a well-conceived plan, and your success is assured if you²⁰ continue building on that foundation.

So many people have ill-planned foundations scattered here and there, but none of them⁴⁰ are solid enough to sustain the weight of permanent buildings.

What makes a good foundation for business success? Knowledge,⁶⁰ stability, good nature, honesty, vision, foresight, enthusiasm, patience, teamwork, determination, good health, common sense.

And the set of tools which⁸⁰ builds the foundation is hard work.

Choosing a job is a problem that every worker has to face.

Some dodge¹⁰⁰ the whole issue by letting some job choose them. They take the first thing that happens along. The result is¹²⁰ they work merely for so many (or more generally so few) dollars a week. (134)—From "Your Job," by Harold Whitehead.

Making Corncobs Useful

From "Popular Research Narratives"

Compiled by Alfred D. Flinn, of Engineering Foundation

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One county in Missouri grows a kind of Indian corn because its large cobs make good tobacco pipes. Some cobs²⁰ are burned as fuel on farms. A "maple sugar" flavor is made by boiling cobs with water. Meat smoked with⁴⁰ cobs has a flavor said to be better than that from hickory. There are other minor uses. But what use⁶⁰ can be made of 15 to 20 million tons of cobs wasted annually in the corn belt? Chemists of the⁸⁰ Department of Agriculture, working on the subject since 1918, have discovered new values in cobs and processes for¹⁰⁰ making them commercially available. Iowa State College is investigating production from cobs of furfural, oxalic and acetic acids, methanol (wood¹²⁰ alcohol), charcoal, activated char, pitch, tar, oils, cob flour, incense, punk, a plastic material, and fermentation products.

The pith, woody¹⁴⁰ shell, and scaly exterior, or chaff, of the cob, physically so different, chemically are alike. Cobs season in eleven days;¹⁶⁰ wood requires one to two years. Great saving results in interest on raw material carried in stock for cob products.¹⁸⁰

When cobs are cooked for a few minutes

under pressure in superheated water, adhesive materials are extracted. These compounds belong²⁰⁰ to the carbohydrate group of chemicals, to which also belong starch, dextrine and sugars. Pentosans (a group of chemical compounds²²⁰ found in many plant materials, including corn cobs, oat hulls, peanut shells, and cottonseed hulls) adhesives can be used for pasting²⁴⁰ fibre boxes and cheap paper bags, and for other purposes not demanding high-grade, strong adhesives. A special use proposed²⁶⁰ is in manufacture of briquettes from fine sizes of anthracite of which a superabundance results in preparing that coal for²⁸⁰ market. Thus utilization of waste cobs could enhance materially the value of near-waste coal; much experimental work has been³⁰⁰ done.

When cobs are digested for about two hours with steam under 135 pounds pressure per square³²⁰ inch, with a very little sulfuric acid, a different product results, furfural. Furfural is an aromatic liquid about one-sixth³⁴⁰ heavier than water, boiling at 161°C., soluble in 11 parts of water, nearly colorless when³⁶⁰ first prepared, but darkening on exposure to air and light. It can be obtained also from oat hulls, bagasse, bran,³⁸⁰ and other vegetable substances. Its use has been limited because of the high cost by methods heretofore employed. In 1920,⁴⁰⁰ possibly 50 pounds were used in the United States, only as a laboratory reagent; the price was about⁴²⁰ \$30. In France and Germany furfural has been made as a by-product in the manufacture of alcohol from⁴⁴⁰ wood waste. The Miner Laboratories, of Chicago, by independent research, developed a process for furfural from oat hulls in large⁴⁶⁰ quantities. Annual production is now thousands of pounds, and since 1922 the price has been reduced to⁴⁸⁰ 25 cents.

Researchers of the Department of Agriculture, continuing their investigation at the Arlington Farm, Virginia, worked out practical⁵⁰⁰ processes and equipment for furfural from cobs in large quantities, at still lower cost. On a scale of 50 tons⁵²⁰ of cobs a day, yielding 4.5 tons, furfural could be produced for about six cents a pound, making⁵⁴⁰ no allowance for income from by-products. Furfural can now be made at much lower cost than formaldehyde, and can⁵⁶⁰ replace it in a number of fields.

Attention has turned to discovery of additional uses for furfural and enlargement of⁵⁸⁰ its market. More than sixty patents on its production and utilization have been issued, mostly within the past five years,⁶⁰⁰ in the United States and other countries.

During the war, a shortage of acetone could easily have been met by⁶²⁰ distilling cobs.

If cobs be treated with phenol or cresol in presence of an acid, a sticky mass results on⁶⁴⁰ heating, which ages to a hard black substance which can be pressed into shape.

There is a promising field in⁶⁶⁰ the manufacture of resins similar to Bakelite, suitable for parts of electrical instruments, for printing plates and various other molded⁶⁸⁰ articles. These phenol furfural resins are infusible and insoluble; they have high insulating qualities, great strength and great resistance to⁷⁰⁰ water



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SPECIALISTS' EDUCATIONAL BUREAU

Robert A. Grant, President

Shubert-Rialto Bldg., St. Louis, Mo.

West Virginia Loses to New York

In July we placed, in New York State, an Iowa teacher employed last year in West Virginia. And, by a coincidence, we also placed, in this same high school, a Colorado teacher who taught last year in West Virginia. This has been an unprecedentedly dull season, but we still place teachers. May we help you?



THE NATIONAL COMMERCIAL TEACHERS AGENCY

(A Specialty by a Specialist)

E. E. Gaylord, Mgr.,

Larcom Avenue,

Beverly, Mass.

and chemicals. They have a large field in radio equipment. Phonograph records may be made from them. There are⁷²⁰ also innumerable uses for fibre impregnated with these resins where great toughness and resistance are of value.

A fusible furfural⁷⁴⁰ resin is useable in varnish manufacture. Furfural is a paint and varnish remover; to apply it economically and effectively to⁷⁶⁰ vertical and inclined surfaces, it is mixed into a paste with starch, gum arabic, wood flour, or other inert material.⁷⁸⁰

Furfural is combustible but not particularly flammable. It burns slowly with a luminous flame. Its possibilities as a motor fuel⁸⁰⁰ have been exaggerated. Furfural is a fungicide, germicide, and preservative. Derivatives of furfural give some promise as vulcanization accelerators in⁸²⁰ the rubber industry.

The solid residue of the cobs can be used as fuel in the process of making furfural,⁸⁴⁰ or it may be utilized in the manufacture of certain substitutes for wood, for example, wall-board. It may also⁸⁶⁰ be purified and used as a substitute for wood flour, and to some extent in paper manufacture.

Chemist and engineer⁸⁸⁰ appear to have laid foundations for one or more new industries based on waste products. (895)—*Prepared from information furnished by Frederick B. LaForge and Gerald H. Mains, Bureau of Chemistry, Department of Agriculture, Washington, and O. R. Sweeney, Head of Chemical Engineering Department, Iowa State College.*

-:-

Good will to others is constructive thought. It helps build you up. It is good for your body. It makes²⁰ your blood purer, your muscles stronger, and your whole form more symmetrical in shape. It is the real elixir of⁴⁰ life. The more of such thought you attract to you, the more life you will have.—*Prentice Mulford.* (58)

Cheerfulness

By Paul Wesley Ivey

In "The Humming Bird"

Cheerfulness is a most necessary element in the personality of the successful salesperson, although just what this term connotes few²⁰ salespeople understand. Cheerfulness is the state of being gladdened or animated which shows itself in the face, the voice, and⁴⁰ the actions; it suggests a strong and spontaneous but quiet flow of good spirits. It is prompted by dominantly agreeable⁶⁰ emotions and is conditioned upon mental and moral health and freedom from irksome cares.

Cheerfulness does not consist of wearing⁸⁰ "the smile that won't come off." Cheerfulness cannot be worn like a garment. To be effective it must be a¹⁰⁰ part of the body as much as the eyes, nose, or ears. When merely "worn," affected cheerfulness appears in the¹²⁰ form of a smirk instead of a smile on the face. It advertises the bluff being practiced by the

wearer.¹⁴⁰ Instead of radiating confidence, it arouses suspicion. Instead of being an asset, it is a liability.

Cheerfulness must be natural,¹⁶⁰ spontaneous, in order to be valuable as a confidence winner.

Cheerfulness is a matter of the inner being of the¹⁸⁰ heart. The external indication of what is going on inside is the smile or frown.

Cheerfulness is emphasized in all²⁰⁰ selling because it has a great money value. Customers are attracted towards the cheerful, pleasant salesperson. (216)

-:-

To laugh at things and people is not really a joy; it is at best but a cold pleasure. Buffoonery²⁰ is wholesomer because it is more kindly.—*Amiel.* (28)

Business Letters

(From "Rational Dictation," Part II, page 293, letter 396)

Mr. Charles Young
419 Grand Street
Newburgh, New York

Dear Sir:

Have you yet planned your activities for²⁰ the coming winter?

Winter cruising to the warmer countries offers an experience impossible to gain otherwise. Leaving New York in⁴⁰ January, Southern waters are entered at once, and from then on the various lands are reached at their most attractive⁶⁰ seasons. The great gateway ports and the principal cities are entered for leisurely visits during their colorful gala times.

As⁸⁰ the enclosed folder shows, the itineraries of both our winter cruises have been greatly extended. The accommodations of each, as¹⁰⁰ always, have been arranged to afford fullest individual comfort, freedom, and enjoyment for every voyager. Every resource of our organization¹²⁰ has been called upon to make this possible and, frankly, we do not believe that any cruise has ever offered¹⁴⁰ so much in every way as do these. To maintain their distinctive character we have limited the guest lists of¹⁶⁰ both.

It has been our experience that most of the members of these cruises make their arrangements well in advance.¹⁸⁰ May we send you, by mail, full information? No obligation is involved, but if the thought has been in your²⁰⁰ mind, our booklets will help you plan a most delightful winter that will leave memories to be dwelt upon with²²⁰ pleasure. A card is enclosed for your convenience.

Yours truly, (230)

Judge's Charge to the Jury

(Continued from the September issue)

Now he is an interested witness. He is trying to get this money. I do⁴²⁰ not mean to suggest that because he is interested you

should, on that account alone, disbelieve him, because a man⁴⁴⁰ may be so honest that no matter how interested, he still will tell the truth. But the fact that he⁴⁶⁰ is interested is an important circumstance for you to keep in mind in weighing his testimony to determine whether or⁴⁸⁰ not his interest in the case may not have shaded his testimony in his own favor. That is also true⁵⁰⁰ of the defendants. While the plaintiff is trying to get their money, they are trying to keep him from getting⁵²⁰ their money. They are as deeply interested as the plaintiff. Their interest should be kept in mind in scrutinizing their⁵⁴⁰ testimony to see whether or not they have been biased towards the side on which their interest lies. That is⁵⁶⁰ true of any other witness whose testimony bears one way or another by reason of their relationship to either side.⁵⁸⁰

When I say the plaintiff must prove his case by a fair preponderance of the credible testimony, that does not⁶⁰⁰ mean he must prove it beyond a reasonable doubt, a term you may have heard in connection with the trial⁶²⁰ of criminal cases. When a man is accused of crime and his liberty is at stake, he must be proved⁶⁴⁰ guilty beyond a reasonable doubt before he may be convicted. That rule has no application to a civil case like⁶⁶⁰ this where mere dollars and cents are involved. Here he must prove his case by a fair preponderance of credible⁶⁸⁰ testimony. Has he established by a fair preponderance of the credible evidence that the probabilities are fairly upon his side,⁷⁰⁰ so that you do not need to resort to mere conjecture? If so, then he has satisfied the requirements of⁷²⁰ the law. But you must not guess. You may not guess one man's money into the pockets of another. There⁷⁴⁰ must be a reasonably certain and firm foundation laid in the testimony of the one claiming the property of another⁷⁶⁰ upon which a verdict may be based to have the effect of transferring the other man's property to him.

Now⁷⁸⁰ the preponderance of credible testimony does not mean that the plaintiff must call a greater number of witnesses, or introduce⁸⁰⁰ a greater mass of testimony. It is the quality of the testimony that we have in mind in speaking of⁸²⁰ the preponderance of the testimony, (825)

(To be continued next month)

-:-

We don't take mental inventory often enough. (7)

Short Stories in Shorthand

Wanted Them Outside

Goof (seeing lady of house angry): I—I guess you want me to take my gum shoes outside?

Lady of²⁰ house: Yes—and without removing them, please. (27)

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By

Arnon Wallace Welch, A.M., LL.B.

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Foolish Question

"See here, Annie, do you ever sweep under this bed?"

"Yes, mum, always. It's much easier than using a dustpan." (20)

The Opportunist

A man was on his knees asking a girl to be his wife.

"No, I can't marry you," said the²⁰ girl, "because I don't love you. I am a tattle-tale, I have an ungovernable temper, and I despise all kinds⁴⁰ of housework."

"Well, then," said the man, "I trust you will not object, now that I am in the attitude⁶⁰ of supplication, to my offering up a prayer for the man you will marry." (74)

Took Her at Her Word

Teacher (in spelling class): Johnnie, spell "fail."

Johnnie: I can't.

Teacher: You can't spell that simple word? Why not?

Johnnie:²⁰ 'Cause you told me there's no such word as "fail." (30)

At a Disadvantage

The Tall One: And what's more, Fatty, you never will be able to catch as big a fish as I²⁰ can—you ain't built right. (25)

Hoke Prognostic Test Results

(Continued from page 48)

of 20 words a minute over a period of 40 to 60 minutes. If a fifth term be possible, the shorthand speed attained should be at least 110 words a minute. Our present standards, I am sure, are not too high for the regular stenographic course, and should not be lowered to care for students of less mental ability.

In the B course, three semesters, Shorthand 1B, 2B, and 3B, would be given to the Manual, for which, however, only two credits would be given. Shorthand 4B would then be the first term of dictation and transcription. Another term of school would be available for many of the students, in which they would continue in Shorthand 5B, consisting of dictation and transcription, in which a speed of 80 words a minute should be attained, to be transcribed at not less than 15 words a minute over a period of 40 to 60 minutes.

It is not expected that this plan will entirely eliminate failures and drops, for students will always get into the course who should not be there, or who will not work after they are there, no matter what a teacher may do. But

the number of both failures and drops should be so far reduced as to give the student entering the shorthand class the feeling at once that, of course, he will succeed.

Answering Objections

Now, the first objection to such a plan will be that we cannot require a student to spend three terms on the Manual for which he gets only two credits. But that is exactly what a third to a half of them are doing now, if they get their two credits at all, in addition to having the discouragement of having failed.

The second objection will be that the administrative difficulties are too great to warrant it. Answer: Is the school for the pupil, or is the pupil for the school? As long as the students are allowed to come to the school, their needs must be met, regardless of administrative difficulties.

As to designation of courses, the A course would, naturally, be the shorthand course. Graduation from this course should indicate that the student is able and qualified to do real stenographic work, in contrast to the one who is prepared to do only general office work with shorthand as a sideline.

Students taking Shorthand B should be graduated from a properly worked-out General Clerical, or General Business, or Business Training course, or perhaps from the Book-keeping course. It is not expected that they will accept purely stenographic positions. However, a student who, having satisfactorily completed Shorthand 4B, wants to be graduated from the Shorthand course, should be allowed to try Shorthand 4A.

Classification of Students

Plans having a purpose similar to that stated above have been tried in other cities, notably Yonkers, New York and Trinidad, Colorado. As those schools have found, it is not safe to depend upon one score for classification. The classification, therefore, would be accomplished in this way:

Before entering the shorthand classes, probably at the end of the third term, the students would be given the Hoke test—at least, until a better one is found. Then on the basis of that score, the I Q, and his grade in English 3, assign him to the A or B course. No student whose I Q is less than 95 should be in the A course. The dividing line between the courses should be approximately:

Hoke Test score...	380
I Q	100
English 3 final....	85% or its equivalent

The shorthand work in both courses should be practically the same for the first month, making it possible at the end of that time to

make any transfers from the B to the A course which are found necessary. Transfers from the A to the B course could be made at any time; however, if the teacher does his part very few will be necessary.

Probably the advantages of classification need no supporting evidence, but just a bit from my own recent experience may be interesting. In the spring of 1929, I was given the Shorthand 2A class—students whose grades were G+ and E in Shorthand 1. Then in the fall term, the same class came back to me in Shorthand 3A. Their grades in theory tests in 2A, and their accomplishments in 3A—in which, though they did not have a regular transcription period, several of them won their 60-word, a few of them their 80-word, and one of them the 100-word, transcription certificates—led me to ask that I be given the same group in Shorthand 4. It is the first time the classification has gone as far as the fourth term; but this group has had an opportunity to show what they could do, and results have justified the division. For one boy has his 140-word medal; he and two girls have their 120-word medals; and several more have their 100-word, while all of them have won their 80-word certificates.

A Final Word

In closing, just a word about teaching procedure. From my own experience, I know that the teacher who will hold before the students the ideals represented by the various awards of the *Gregg Writer*, and the winning of these awards, will have less discouragement, less failures, and less drops than the one who does not do this. And even though students in Shorthand 1 and 2 may not take the *Gregg Writer*—as is the case in our school—the time used in explaining these standards and awards to the students is well spent and productive of worthwhile results.



The Teaching of Typewriting

(Continued from page 52)

Many teachers prefer to deal with "total errors" only, because students can comprehend them better than "errors a minute" especially when these have to be measured in parts of an error a minute, as—.8. The total figure can only be used when all tests are of the same length (in minutes). Otherwise, they are not comparable. In this record sheet it will be noted that two of the tests are 20 and 10 minutes in length, while the others run for 15 minutes. All in all, the "Words a Minute" and "Errors a Minute" basis is

highly desirable. After all, high school students are studying physics and other sciences, including mathematics, and we have no reason to pander to their weaknesses in dealing with tenths when they are bound to use up to thousandths and tens of thousandths in the other subjects being studied.

The record sheet is inserted once a day, after the test is corrected, and a single line of figures typed in. A rough record may be kept in pencil and typed out every few days with better results as to alignment of columns and lines. However, the use of the variable spacing devices and of the cylinder scales is encouraged by daily insertion and seems much more practical.

In the record sheet illustrated only the weekly competitive tests have been recorded; but it is important that *every* test of five minutes or more in length be recorded in order to get a true picture of progress. Many students face here a serious test of their real honesty, willingness to face facts, and earnestness. Under proper motivation and teaching they will be shown the futility of trying to diagnose their cases and to predict correct aims from a record from which they have slyly omitted poor results. "Right attitudes" are an essential part of the teaching-learning program. The record sheet is one of the most helpful devices for creating and controlling attitudes toward one's own progress and toward others in any social group. It deserves much greater use than it enjoys. It has been found indispensable in the training of the most expert typists in the world. The record sheet should rank alongside the student's notebook as an absolute requirement and determinant of his grade.

Coming Discussions

We shall discuss next the graph and the interpretation of the record sheet and graph. There remains also the *improvement period* at the close of the competitive test hour. This will be considered subsequently.

(To be continued next month)



Association News

(Concluded from page 56)

felt. Recognized universities, teachers colleges, and normal schools, doing commercial teacher training; instructors in such institutions, graduate students and fourth-year students specializing in commercial education; public school administrators and supervisors of commercial education, all are eligible for membership. If you are, join! Miss Reynolds will gladly give you details about membership.